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ARIZONA.

The Devil was given permission one day To select a land for his own special way. So he hunted around for a month or more And fussed and fumed and terribly sworn, But was at last delighted a country to view, Where the prickly-pear and the cat-claw grew. With a brief survey and without further excuse He stood on the banks of the Santa Cruz. He saw there were improvements to make, For he felt his own reputation at stake. An idea struck him: he swore by his hours To make a complete vegetation of thorns. He studied the land with the prickly-pear And scattered the cacti everywhere. The Spanish dagger pointed and tall, And last the cholla to out-stick them all. He imported the Apache direct from hell, The size of his sweet scented ranks to swell, And a legion of skunk whose loud loud smell Was to perfume the country he loved so well. And for his life he could not see why The rivers should any more water supply, And he swore if they furnished another drop You might take his head and horns for mop. He sanded the river until almost dry, And poisoned them all with alkali. And promised himself on their slimy Brink, The control of all who from them should drink. He said there was one more improvement to make, So he imported scorpion and rattlesnake, That all who came to this country to dwell Would be sure to think it almost hell. He fixed the heat at one hundred and eleven And banished forever the moisture of heaven, And remarked as he heard his furnace roar, The heat might reach five hundred or more. After fixing these things so thorny and well He said "I'll be d— if this don't beat h—l." Then he dropped his wings, and away he flew And vanished forever in a blaze of blue. And now, no doubt, in some corner of hell He plots o'er the work he has done so well. And vows that Arizona cannot be beat For thorns, tarantulas, rattlesnakes and heat. For with his plans fulfilled so well, He feels assured that it surpasses hell.

CANAL AT PANAMA.

Senate Adopts Spooner Substitute
WASHINGTON, June 19.—An isthmian canal, while not yet absolutely assured, is nearer to construction than it has ever been. The Senate today, by a majority of eight votes, adopted the Spooner substitute for the Hepburn Nicaragua Canal bill, the vote on the substitute being 42 to 34. After two amendments to the measure had been made, one proving for a commission to supervise the construction of the canal and the other providing for the issuance of \$100,000,000 at 2 per cent gold bond to raise money with which to construct the waterway, it was passed by a vote of 67 to 6. It has been evident for several days that the Spooner substitute, which in brief provides that the President shall select the Panama route if he can obtain a clear title to the Panama Canal Company's property, and otherwise he shall adopt the Nicaragua route, would command the votes of a majority of the Senate. The Panama route was considered more desirable by the Senate than the Nicaragua route. The only question left open is the title to the property, and that the President will determine if the H-use should adopt the Senate's amendment to its bill. Morgan of Alabama closed today's debate with an earnest appeal for the adoption of the Nicaragua route. He had been preceded by Clark of Montana in support of the Nicaragua route and Allen of Iowa in support of the Spooner proposition. Only minor amendments, except those indicated, were adopted, all others being voted down. Fortunate is the girl who loses her temper and never finds it again. It is a deplorable fact that a girl can never get her first kiss but once. Where it not for things we are going to do, life would not be worth living. Lots of men after laying up something for a rainy day get discouraged because it doesn't rain. A young man may have no business to kiss a pretty girl, but he might make a pleasure of it. Probably you never heard of the man who was killed by kindness—but if you did it was nothing more than hearsay. The difference between a restaurant and a cafe is not so much in the quality of the food as in the size of our pocket-book after the reckoning.

Adoring Country Schoolrooms.

[TO EDITOR OF TILLAMOOK HEADLIGHT.]

The memories of the schoolroom cling to us through life, and influence us in no slight degree: hence it should be the brightest of all places. There youth, with its love and beauty, its keen appreciation of tasteful adornment, its never-failing admiration of the beautiful in nature or art, spends much of the first year when all impressions are lasting.

As the heliotrope seeks the sunlight, so the soul of the little learner turns to beautiful things, grows in contemplation, and drinks in their sweet qualities. The highest purpose of education is to make the person receiving it a better and happier, as well as a more useful individual. Beauty, like all other things of supreme worth, is almost limitless in its application and influence. Little children are invariably delighted with the most striking forms of external beauty. Flowers, pictures and music find sincere admirers in tiny boys and girls. It is only when worldliness creeps into their hearts that they become in any sense callous to those natural joys. Innocence and the love of beauty thrive in the same soil, a fact which cannot be taken too strongly into consideration where the training of children is concerned. For the love of beauty, though an inherent possession of man, is, like most precious things, of delicate quality. It needs encouragement and careful nurture if it is to continue a permanent element of character, an abiding influence for good in life. Beautiful schoolrooms among pleasant surroundings should be the rule, and not, as they now are, the exceptions. It is an injustice and a cruelty to children to compel them to spend their days within bare, unadorned walls and amidst rude and unwholesome environments. It is vaguely supposed that education and refinement have some essential connection with each other. But the supposition seems little more than mockery when we see a lack of everything beautiful in many cities, as well as in almost all country schools. Something very much like torture is no doubt often endured, consciously by teachers and unconsciously by scholars, from the dirty walls, hacked benches, and general cheerless and novel-like appearance of many schoolrooms in rural districts. The indifference of parents in this matter is surprising. Children go from homes which are models of neatness and taste, to study and recite their lessons, and to sit for hours in places akin to barracks. No wonder their school work seems simply an allotted task, a business matter purely—at best a task, to be got through with as expeditiously as possible. The contrast between a pleasant home and a dreary schoolroom is of itself depressing to a sensitive child. Where there is no pleasant home for contrast the matter is even worse. An opportunity for the exertion of an influence of an impressive, permanent, and high kind upon a child's mind and morals, is lost when the schoolroom is not much better in appearance than a bare and miserable home. From such homes many public school children come. Such children are not vicious and diseased, are usually cowed and spiritless. Their aesthetic natures have been cramped, and all their pure ambitions crushed. They need the stimulating influence of brightness and beauty constantly about them to arouse their dormant faculties, to take away their too frequent and abnormal stolidity. In education to little account is taken of silent external influences by which the senses are most readily and deeply affected. The trouble here as in other educational shortcomings is that our schools have been too largely ruled by an idea—the acquisition of the greatest amount of facts in a given time. A more philosophical view of education considers the development of the whole of a man's many-sided nature.

External or sensuous beauty refines character, through the emotions and the moral sense rather than through the intellect. It is an old, old idea that night and gloom are more conducive to crime than day and sunshine. There can be no doubt that men would be more virtuous if they could always have brightness and beauty in their everyday lives. The very fact that splendor makes vicious places so attractive proves that men crave satisfaction for their natural aesthetic tastes. But the usual coarse splendors of vice would not be so alluring if men's finer feelings had not been so often repressed or misdirected in childhood. A child may and should be taught to be discriminating in regard to beautiful objects, love, harmony, delicacy and beauty of form as well as brightness and color. Teaching of this kind is the cultivation of aesthetic tastes so essential to a well-rounded character. Like other culture it is best given during formative period of life, or in school days. It requires special teaching. But no special teaching can be adequately effective unless it is sustained by the permanent illustrations or object lessons provided by beautiful surroundings. In cities, teachers are brought into close competition with each other, and nearly every one makes an attempt to beautify the room where her pupils congregate, but, from lack of funds or judgment, the attempt is often futile. Few rooms are actually decorated, but many have in them some curious and tasteful objects that break the monotony. Few city schoolrooms are utterly devoid of beauty. Very few country schoolrooms

are ever adorned by any of the thousand beauties that might be placed in them. The acme of bare, blank dreariness is reached in these schools. Who does not remember the expanse of rough smoky wall, relieved by nothing save, perhaps, a dusty line of cobweb along the angles? The old rusty stove, broken, perhaps, and minus a leg, the drunken pipe that zigzags its way to the smokiest part of the room, the dilapidated wood-box, the spotted blackboard, the dusty, uncurtained windows, the grimy, uncomfortable benches, where little forms lose all grace, and little faces grow weary and pitiful—all these are parts of the average district school. Yet fond parents send their children to these places, and earnest teachers stand there working for them, and both think they ask a possible thing when they urge the young creatures to be good, to be ambitious, to practice all the virtues. Can a child be good when the love of beauty and comfort which has been planted in his heart is outraged every hour by his surroundings? Teachers, parents, school directors, ask yourselves this question; ponder it carefully, then answer it in words not words. If the above be a picture of your schoolroom, begin the work of beautifying it today. The labor belongs to parents as well as to teachers and directors, but, I know, by experience, how hard it is for teachers to impress parents and directors with this fact, especially in district schools, in whose behalf I write. I say, however, to every teacher, "begin the work," the children will prove every hour by their often impart their enthusiasm to the apathetic parents. The first requisites are soap, water and whitewash. Cleanse the building and the plot of ground surrounding it. If you can, take Saturday for the work; this will show that you do not wish to interfere with the school program; that you are willing to sacrifice something for the beauty of the room, and will inspire the pupils with a desire for one of "Aunt Duval's clarin' up times." On this day encourage their "big boys" by judicious notices, and they will do all the hard work, leaving the easy and ornamental part for the girls. The uncomfortable benches cannot be remodeled, but they can be cleaned; the smoky walls whitened; the stove polished; the floor and windows washed; and the yard freed from its debris. Without interfering with play grounds it would be comparatively easy to have a plot of grass and perhaps also borders of flowers in every school yard. The children could be led to take pride in every school yard. The children could be led to take pride in keeping the grounds in order, especially if the responsibility was placed on their shoulders. In this as in all other things pertaining to education, it should be ever kept in mind, that children need guidance, rather than absolute rules. There is no question why every schoolroom should not be attractive. Given cleanliness and respectable furniture, the children, with a little encouragement from their teacher, will often do the rest; put growing plants in the windows, hang pretty prints and other ornaments upon the wall, and provide manly chairs which will add a homelike appearance to the schoolroom. In these pleasant ways moreover, latent tastes and capacities of boys and girls may be developed and utilized, and thus a work more directly educational be done. What is still more important, children acquire a sense of attachment for, and possession in, the schools they attend. Schoolrooms should seem, in some degree, like second homes instead of mere places of work and confinement. A fruitful source of antagonistic feeling being in this manner removed, the minds of pupils would more readily become receptive. And by the simple presence of beautiful surroundings, a surer foundation for intellectual acquirements might be laid, and the work of conscientious earnest teachers, would perhaps be less often in vain. Last and not least, however, comes the matter of her appearance. It is not necessary that she should possess a faultlessly beautiful face and figure. But there should be on her face a kindly and intelligent expression, which constitutes the chief charm of any countenance. A teacher's attire should be in good taste, and suited to the dimensions of her purse. However cheap the material, let it never be slovenly, gaudy, or monotonous. With this room, and this teacher, few children will turn from school with hatred. A new interest in the place, and care for it, will instantly be manifest, and a week's enjoyment will amply repay all trouble and expense. Nehalem, Ore. G. A. WALKER.

Call for County Warrants.


All County General Fund Warrants, "Series E," endorsed prior to June 1, 1899, are now payable and will be paid when presented. Interest ceases June 16, 1902. W. H. CARY, County Treasurer. By E. D. HOAG, Deputy. According to the Chicago code, it is possible to riot a few wrongs. The prospect for universal peace, started in South Africa, now glows in the horizon of Kansas. Carrie Nation has been pardoned. Henceforth readers of foreign dispatches will now have their thoughts jarred by the overworked phrase of the veldt, "I regret to report."

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