

Advertising Rates.
LEGAL ADVERTISEMENTS:
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 Lodge Notices, 5c. per line.
 Cards of Thanks, 5c. per line.
 Notices, Lost, Strayed or Stolen, etc.,
 minimum rate, 25c. not exceeding five
 lines.

The Tillamook Headlight.
 Fred C. Baker, Publisher.

Government Ownership of Mail Steamers in Australia.

Not content with its professed objective of a "Cooperative Commonwealth," on land, the Australian Labor Party is seeking a socialistic experiment on the high seas. After all, this is perhaps only a logical sequence of the policy of "nationalizing all the means of production, distribution and exchange."

It has been recommended by the federal royal commission on shipping—the majority of the members of which were chosen by the Deakin government from its labor allies—that the commonwealth shall acquire and run a line of mail steamers between England and Australia, with Australian crews at Australian wage rates, and that as far as possible all supplies shall be obtained from Australia and all over hauls and repairs effected in Australian ports. It is further recommended among other things, that the commonwealth shall take its own insurance, risks and shall grant through bills of lading from inland railway stations. All the way through the object of the undertaking is to dispossess private enterprise, and this is admitted by those who are pushing it on, with a frankness which is appalling to the business interests of the Commonwealth. It is confessedly a move forward in the campaign of the labor party against capital.

The service will begin with eight 12,000 ton mail steamers at \$1,875,000 each, a total of \$15,000,000.

Business men who control the Orient, P. & O. and other lines plying between Sydney and Europe are alarmed at the prospect of this unfair competition. If the government does not seek a profit it may be able to put rates so low that the private lines will be run out of business. On the other hand the present owners find encouragement and amusement in the purpose of the government ships to pay "Australian wages" to their crews. The private lines are crewed with the cheapest labor in the market. Again the Australian government proposes to waste a lot of room on sailor's accommodations, while the private lines crowd the forecastle to overflowing. There is the food question too. The class of seamen employed on the private lines will eat anything—and do; while the Australian government proposes to feed its men well.

For these reasons the business men of Australia are bitterly opposed to the new government line, especially since they claim its operation is apt, by cutting down the profits, to work a serious hardship on many widows and orphans who are stockholders. On the other hand the Seamen's Union of Australia is in favor of the project on account of the shorter hours, better pay, food and accommodations which it promises.

Temperature of Tillamook Co.

The following letter was addressed to the Editor Rural Spirit:
 In your report of Tillamook county Sept. 7, you make a statement that the difference in temperature is only 13 degrees between summer and winter. Kindly tell us in your next issue how you came at these figures as we do not believe the proposition. We are going to come to Oregon soon and expect to bring, and have come afterwards, about 20 families from different parts of this country. As it has been left to me to find a location is why we are wanting all the information that we can get.

Wellington, Colo. J. P. COFFEY,
 Sec. and Treas. The Wellington Mercantile Co. Sept. 15, 1906.

The temperature in our write-up of Tillamook county is very nearly correct. We herewith give a report of the Government Weather Bureau for the past five years for the months of January and July which is as follows:

| | Jan. | July. | Degrees. |
|------|------|-------|----------|
| 1901 | 42.0 | 55.0 | 13.0 |
| 1902 | 42.4 | 57.0 | 15.0 |
| 1903 | 44.4 | 56.7 | 12.3 |
| 1904 | 42.2 | 57.5 | 15.3 |
| 1905 | 43.4 | 50.0 | 13.6 |

Agent Wanted.
 Wanted, Salesman. Mary make \$100 to \$150 per month; some more. Stock clean; grown on reservation, far from old orchards. Cash advanced weekly. Choice of territory.
 Address: Washington Nursery Company, Toppenish, Washington.

An Awful Cough Cured.
 "Two years ago our little girl had a touch of pneumonia, which left her with an awful cough. She had spells of coughing, just like one with the whooping cough and some thought she would not get well at all. We got a bottle of Chamberlain's Cough Remedy, which acted like a charm. She stopped coughing and got stout and fat." writes Mrs. Ora Hussard, Brubaker, Ill. This remedy is for sale by Chas. I. Clough's Drug Store.

Co-Operation of Parents and Teachers.

To the patrons of the public schools of Tillamook County:

Parents are more largely responsible for the education of their own children than are professional teachers, the community at large, or the state. To give to every child a physical, intellectual, and moral education is a duty imposed on every parent. If for convenience or for the sake of getting better results we delegate any part of this work to others, if we commit the child to the keeping of nurses, and to the curative art of physicians, his intellect to the guidance of teachers, and his soul to the tuition of Sabbath school instructors and pastors, we may thus delegate the work—we cannot delegate the responsibility. We shall be held responsible for the education our children receive, whatever may be our agents in giving it. The teachers are responsible to us, we to posterity.

Parents being always responsible for their children's education, must always watch and superintend it. When we send our children to school, we do not and cannot, as some think, transfer to others all the care and responsibility of their education. Unless we send with them our watchful solicitude, wrapping them about as a protection against evil influences, and attracting to them all possible influences for good, we are unnatural and recreant parents; and it is more than likely that in the future years, the burden of duty which we should not bear when our children were subject to us, will come back a heavy load of unavailing sorrow, and will sit and brood on our hearts, when their ignorance shall rebuke us, or their misdeeds shame us.

Apply this principle to the details of ordinary school instruction, we plainly see that the parent should interest himself in the child's education, and should convince the child that he is so interested. It ought to be an abiding thought in the child's mind, spoken or unspoken, that my father, my mother, are very anxious that I should do well at school. This one influence, if the child love and respect his parents, will do more to make and keep him industrious and faithful, than all other influences combined. The parent will secure this object in a great variety of ways; in fact, if he really has the child's welfare and success at heart, there will ordinarily be no great danger of the child's failing to perceive it and to be affected by it. Still there are judicious and injudicious ways of accomplishing the end which the parent has in view. When this subject is brought before parents, great stress is generally laid on visiting the school. I am inclined to think that undue importance is attached to mere visiting. Some good results may come from it. Both teacher and pupil may be made to feel that the public eye is upon them, and may be thereby spurred to make some exertions to satisfy the public. But a far more healthy and more effective supervision would be secured if each parent should keep himself in constant communication with the teacher and the school through his own child, by watching his progress, by interesting himself so far as he is able, in his child's studies, by correcting the misapprehensions that so frequently arise between teacher and pupil, and in general by keeping the child's confidence, and using the trust for his good and that of the whole school. For every parent has a duty to the whole school as well as to his own children—and both for its sake and their sake, he is bound to do what he can to make his own children diligent, teachable, and dutiful.

It might be objected to this view by some teachers, that many parents are incompetent to superintend the education of their children, and that such imperfection in their case result in meddling, some and annoying interference. So it would, in a few cases; but the great increase of earnestness and fidelity in the many, would more than compensate for any such annoyances. And I think that teachers will bear me out in saying that they would much rather encounter the flurries which might attend a universal solicitude, than be stagnant on the dead sea of universal indifference. But however indifferent the parent may be, there is one service he can render his child which will be valuable beyond all computation; he can see to it that the child be regular and punctual.

Among the evils that may be connected with a school, there are none greater than irregular attendance. The effects of this evil are not only felt by the school as a whole, but they extend, in a still greater degree, to the individual pupil. Much of the irregular attendance in our schools is caused by a misunderstanding of its effects, through an indifferent view of the results. Parents are often to blame for the backwardness of their children in school, and it is not to be wondered at that pupils sometimes fail to retain their places in class. Experience shows that most of the "demoting" in school is caused by irregular attendance. The pupil who is absent a day here and a day there, has lost a link in the chain of reasoning that is continuous from lesson to lesson; he is conscious of weak places in his recitations. The loss of one or two recitations might be remedied, to a certain extent, by extra exertions on the part of the pupil; and yet he is lower. He loses the enthusiasm that a class gives him, from not being present to recite with them. In almost all classes there are

new thoughts and ideas developed in every recitation. He loses these. The pupil who is absent several days in a month, losing a number of recitations, becomes hopelessly discouraged eventually, unless he be of an exceptionally hopeful disposition. Soon all is darkness and blank. He does not see why "this is so" or "that is so."

What is to be done? The teacher can not take the time of the whole class to clear the pupil's mind of this seemingly mysterious subject. The good of the majority is the object for which the teacher must work. No, the pupil must do the best he can, and in most cases he will not lose all his interest in his studies and the time which should be spent in preparing his lessons will be wasted in idleness or in mischief.

I recognize the fact that there may be emergencies which will render the occasional absence of a pupil from school desirable and necessary, and I also understand very well that in cases of illness there must be a relaxation of the ordinary requirements. But are there not often times that children are kept at home for this little thing or that little thing, when it would be better for all concerned that they should be in school? It is convenient I know to keep them at home to do this and that, but think of what evils are entailed upon them, when, by a very little inconvenience and effort on the part of parents, they might be made happy in school, keeping pace with their wide-awake classmates.

Tardiness is almost as great an evil as irregular attendance. It begets in the pupil the habit of being behind. A pupil who continues to be tardy is usually found behind in his whole school work. He seems to feel that his place.

By punctually closing, as well as punctually opening school, teachers aim to set a good example, and by this means, to lessen, to some extent, the number of cases of tardiness. Beginning at any time between nine and ten in the morning means closing at any time between four and five in the evening. Loose time at either end of the day makes loose time at the other end. Our schools should not close "somewhere along about four," but precisely at four. We should close on principle and not by chance. Promptness and decision in doing common and frequently recurring duties constitute an important element in the character of any individual. By being prompt, then in all that pertains to the school, we teachers wish not only to set a good example to those under our care, but to show both parents and pupils that we practice what we require of others, and that our schools are managed in respect to time, on business principles. We say to our pupils, "you come at the right time and you shall go at the right time." Under the mistaken view, that a pupil's presence is not needed except during his hours of actual recitation, teachers receive numerous requests from parents to permit their children to come late, and to leave school as soon as they have recited. The right development of the pupils demands that they should be present throughout each day's session, from the opening to the closing of each day's work. If they are not actually engaged in reciting lessons, provision is made for their spending time in study and in other suitable ways, so that there is no idle time and there are no profitless hours. Teachers feel unwilling for these and other reasons, to grant excuses for lateness, or to consent to early dismissal, and beg that parents will not make such applications except in cases of imperative necessity.

If it is desired that a pupil should take private lessons in special studies from other teachers, or assist in any home work, a very little contrivance will, in most cases, secure hours for these purposes, other than regular school hours.

I believe that the best interests of the children are secured, and their future usefulness advanced by having them feel that in connecting themselves with the school, they enter upon the preparation of themselves for the real work of life, that for the time being it is as real as anything can be in the future, and that therefore they should cultivate habits of promptness, patience and fidelity. But a pupil who is taken out of school to attend entertainments, to perform some household task which might be attended to at some other time, or to gratify some caprice, is apt to conclude that his school work is of but little importance, and he thus grows up without that painstaking earnestness and sincerity which have so much to do with success whatever may be his calling in the future. Our schools are to be regarded, not simply as agencies for gaining information in a few branches of study, but as helps for the training of character.

Remember, parents, that every unnecessary absence is a serious injury to the pupil, and a robbery of the whole school. If you decide to send your child to school rather than educate him yourself, you must conform to the prescribed regulations; that is implied in the contract between you and the teacher, and between you and the whole school. You have no more right to break into the order of the school by irregularity than you have to stop a train of cars between two stations for your own convenience and to the inconvenience of the other passengers. It is important that your child should understand that, while he is attending school, school is the main thing. You cannot impress him with the idea that education is something to be valued and

prized and striven for with earnestness and patience; in other words, you cannot educate him at all, unless it is made the great thing to which all other things, your convenience and his fancy, must bend. If it makes no great matter if he is an hour late, or if he stays out a day or two now and then, to do some errand for you or to gratify some whim of his own, why the whole thing becomes of no great consequence in his estimation, and to awaken and keep alive in him any high purpose of worthy aim in education is an utter impossibility.

By example, by precept, by almost every available means, teachers try to remedy the evils referred to; but without the hearty cooperation of parents the faithful labors of the best teachers can but imperfectly produce their results. Regular and punctual attendance of pupils cannot be secured without it; nor, indeed, can an earnest and cheerful performance of any school duties. "Make our schools as free as sunlight and air—let wisdom cry at the corners of our streets—yet if the home does not love and cherish the school, the latter must stand as some mighty piece of machinery, grand, glittering, golden in promise, but weak and imperfect in performance, lacking that impelling power which alone can set its thousands of wheels in full and fruitful action."

To conclude, parents, let us all resolve that our children shall start in life with a better education than we had. The opportunities are better now than when we were children; it is easier for us to do well by them than it was for our parents to do as well as they did by us. Far from us the selfishness and heartlessness which sometimes say: "What was good enough for me is good enough for my children." Let us rather say "God forbid that my children should ever know the mortification, the hardships, and the failures which have come upon me from a defective education. Many of my errors it is now too late for me to retrieve, but I can help my children and cause them to bless my memory, by guarding them against my mistakes and by giving them better advantages than I had, and I am determined to do it."

G. A. WALKER.

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