

THE DAILY NEWS.

PRINCE RUPERT - BRITISH COLUMBIA

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DAILY EDITION



Thursday, Sept. 17, 1931

FLYERS ARE SAFE

Everyone was glad to know that the two flyers, Moyle and Allen, were safe. They were unknown to most people until a few days ago, yet the world at once began to take an interest in their great attempt and its failure caused considerable disappointment.

The other flyer whose safety was announced yesterday after he had been lost for nearly a month was a son of Rev. Charles Gordon, better known as Ralph Connor, the novelist. Canada cannot afford to lose any of her young men, especially one who promises so well as this young man.

RAILWAY BOARD MEETING

The Railway Board will hold a session here next month and will doubtless then deal with the level crossing asked in connection with the road from Sixth Avenue to the fishermen's floats. There seems no good reason why they should not grant the permission to construct it.

There may be other questions come up for consideration of the Board while here. If there are any, this will be the time to lay them before the proper authority.

DOUKS MAY GO IF THEY WISH

There is another rumor that the Doukhobors may move to Mexico. If they wish to take that step nobody will try to induce them to change their minds. Most of them seem to be good citizens, but the few crazy members of the brotherhood have brought them into disrepute. They are continually before the public for some breach of the law, mostly related to the education of their children. Their nude parades are a scandal to the country and their efforts to burn schoolhouses bring them constantly before the authorities. Their departure would not be regretted by the majority of the people of the country. Canada needs law-abiding citizens.

FARMS FOR THE MILLION

There is still some farm land in Alberta north of the Peace River, but the bulk of the good farm lands are in British Columbia. The difficulty with the Peace River lands is that settlers have to go so far from the railway to secure locations. All the land near the railway is already taken up.

There are lands in the Bulkley and Nechaco valleys that are close to the railway and that are very productive. Some of these are reverted lands and others have never yet been taken up. During this time when there is a back-to-the-land movement is a good time to bring before the public the desirability of the lands contiguous to the C.N.R. in Central British Columbia.



(By Gee)

J. Wilfred Boulter

BROUGHT up on a farm in Prince Edward Island and for many years closely associated with educational work, J. Wilfred Boulter, Deputy Minister of Agriculture for P.E.I., has a long record of association with agricultural activities. He is secretary of the Prince Edward Island committee of the World's Grain Exhibition and Conference.

Tryon is Mr. Boulter's birth place. He was reared on a farm and received his early education in that district. For about eight years he taught school, a part of which time as principal of the first consolidated school in Prince Edward Island. In 1907 he was a public school inspector and in 1918 was appointed Deputy Minister of Agriculture. Two years later he was appointed manager of the Potato Growers' Association, organized in 1920.

Mr. Boulter's other public activities include a directorship of the Standard Wholesale Phosphate and Acid Works, of Baltimore, Maryland; secretary of the Charlottetown Driving Park and Provincial Exhibition Association; secretary of the Provincial Dairyman's Association, and secretary of two black fox farm companies.



MINISTER GAVE TALK

"Educating New Canadian," Subject of Rev. W. D. Grant Hollingsworth

The regular monthly meeting of the Prince Rupert Parent-Teachers' Association was held last evening in the Borden Street School.

The president, Mrs. R. Blance, presided over a large attendance of members.

After a short business meeting Rev. W. D. Grant Hollingsworth, B.A., minister of First Presbyterian Church, addressed the meeting on the subject of "Educating the New Canadian," or "Aids in Assimilating the Immigrant."

The people of the various lands across the sea (excluding the British Isles) who came to Canada's shores after the age of 40 or 50 would, in only very rare cases become true Canadian citizens imbued with the highest Anglo-Saxon ideals, the speaker declared. It could not be expected of them. Their hearts were ever in the home land. Their customs and habits would remain much the same as those of their parents. But there was an important duty to perform in seeing that the children of these new comers were given every opportunity to receive proper training for intelligent citizenship. They, along with those who entered the country while still quite young, were the material upon which Canadians, as nation builders, must work. "These," remarked Mr. Hollingsworth, "are the new Canadian I have in mind when I speak to you upon the subject of 'Educating the New Canadian.'"

"If you ask ten immigrants who have been in Canada long enough to rear families what Canadian institutions is most effective in making the immigrant part and parcel of Canadian life, nine out of ten will reply the Public School. This reply is significant in two respects. It means, first, that the immigrant is thinking, not of himself but of his children. He sees them enter the school as little Poles, or Italians, or Finns, babbling in the tongues of their parents and, at the end of half-a-dozen years or more, he sees them emerge, looking, talking, and behaving generally like full-fledged Canadians. And he sees himself as one with the life of Canada in this transformation. No wonder that the public school looms so large in his mind! But his answer has a still deeper significance. It voices the adult immigrant's own hunger for education, his intuitive grasp of the fact that education is the foundation of progress. He craves education, but, with his family to rear and his way to win, he cannot go to school as the children do. He must get what he can outside the classroom in grown up ways. He must find it in his daily life."

At this point the speaker made it clear that it was not his intention to discuss the institutional routine of the school, nor did he believe that the harsh criticism of Parent-Teacher Associations, which appeared in the Vancouver Daily Province of last Saturday, was altogether justified. Surely it was not the object of a Parent-Teacher Association to instruct teachers and dictate to educational authorities about the care and education of children. He was not asked nor would he try to inform teachers as to how best to go about the teaching of the New Canadian. But there were aspects of the school which lay outside its institutional routine and which pertained to its relations with the immigrant and it was of these that he wished to speak.

What To Be Undertaken

"First let us ask what has to be undertaken? First and foremost in the minds of those wishing to Canadianize the immigrant is to assist him in every way possible so that he may intelligently participate in the life of the community in which he lives. Participation in any area of Canadian life prepares the immigrant for participation in every other. Of first importance is the language. In addition he needs to know how to use our institutions for his own benefit and protection. But participation to be real must be spontaneous and intelligent and that means, that in the long run, the immigrant's life in Canada has to be related to the life he knows, the life he remembers, as it was in the old land. It is here the chief problem connected with this question of Canadianization comes to the forefront. Every human group

has developed in the course of its experience a certain fund of values particular to itself and a set of attitudes towards these values. This fund of attitudes and values, which the immigrant brings with him, constitute what we call heritage. He comes to Canada! He clings to these! He brings up his children according to these. The result is confusion and a conflict of cultures.

The speaker illustrated this point by the story of an actual case. An elderly man and his wife entered the office of the social service agency to complain about their son who, they said, had ill-treated them and broken up their home. In Yiddish they told of their peaceful life in Poland, of their religious devotion, their customs and their family loyalties. The pogroms brought them to America. They sent their son to Cheder (religious school) and to public school. They had great ambitions for him. But after a few years the boy left religious school and went willingly to public school. He gave up attending the Synagogue and went about with Gentile companions. He began to wear fancy clothes and jewelry which must have been dishonestly obtained, and ended by striking his father, breaking up the home and bringing disgrace upon them. This was America, they said, where children were not children but wild animals.

The boy came later and told his story. He liked public school but wished to be like the other American children with whom he played. He had taken a two-years' commercial course at High School then out of his earnings as a junior bookkeeper paid for a course in accountancy for he wished to become an accountant. His parents wished to keep him confined to the house, eat only Jewish food, adhere to their old customs and practices. They complained about his looks, his clothes, his coming in his going out, his companions. In fact, as the boy remarked, his parents were still living in Europe but he was living in America and East and West could not meet. The friction and conflict here was the result of conflict between divergent practices, sentiments and traditions.

"There is only one way to understand and interpret such a case. It is a conflict at bottom which springs out of the contradictory cultures of peoples with different histories, living in different parts of the world.

"If we wish to help the immigrant to get a grip on Canadian life, to understand its conditions and find his own role in it we must seize on everything in his old life which will serve either to interpret the new or to hold him steady while he is getting adjusted. Here is where the school can help. We shall fail effectively with the immigrant if we look upon him as a source of danger, and confine our attempt at Canadianization only to his education and his naturalization. This is but one part of an immense program, a program that must apply to 100 per cent of our citizenship.

"All our forces, resources, and institutions are called upon for new efforts, new adjustments, new interpretations. Particularly the school, the home, the church, government agencies, business and labour seem called upon for efforts and assistance never before equalled.

"The problem is for no single institution, but for all combined. All of us, who are the people, for whom and by whom government is maintained have been at fault; all of us have to assume the responsibility and all be willing to make the new adjustments."

D. H. Hartness, principal of the High School, in well chosen and appropriate terms thanked Mr. Hollingsworth for his inspiring address.

Refreshments were then served by a committee in charge of Mrs. E. B. Baker, and a pleasant half-hour spent in conversation.

For filling bath tubs silently there has been invented a rubber hose attachment that terminates in a base standing on four feet on the bottom of the tub.

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CIVIL CASE IS NOW ON

Annette Ladies' Ready-to-Wear vs. Casey Action Is Being Heard

Hearing the civil action in which Annette's Ladies' Ready-to-Wear Company, Ltd., is suing Miss Myrtle Casey, its former agent at Anyox, for the sum of \$1770 for goods sold and delivered occupied all afternoon yesterday at the fall session of the Supreme Court Assizes and the trial was continuing this morning. On November 27 of last year the defendant's house at Anyox was destroyed by fire. The plaintiff contends that, at the time of the fire only a very small amount of its stock remained in defendant's place and that, therefore, Miss Casey is liable for payment of the sum claimed. The defendant, on the other hand, holds that well over \$600 worth of the stock was lost in the fire which destroyed the house. The case hinges on these contentions. L. W. Patmore is appearing as counsel for the plaintiff, while defendant is represented by W. E. Fisher, assisted by Reid McLennan.

The first witness for the plaintiff was W. F. Stone, manager of Annette's Ladies' Ready-to-Wear since January, 1930. He told of accounts, payments and receipts involving Miss Casey, who operated on a ten per cent commission basis. Various interviews with defendant were described, including two at Anyox in Miss Casey's house.

Mrs. Jack Woods (Annette Stone) told how in January 1930 she had agreed to a suggestion of defendant that the latter be permitted to handle goods on a ten per cent commission. Miss Casey said she owned the house at Anyox as well as property at Usk and Prince Rupert and impressed plaintiff that she was good for such a trust. Mrs. Woods paid a visit to Miss Casey's place in October and \$299 was the outside value for stock contained in the place at that time. After the fire, defendant promised that, as soon as she received her insurance settlement, she would pay plaintiff what she owed. In January defendant, plaintiff stated, informed her that all the stock in the house at the time of the fire was a little rayon underwear. All plaintiff had been able to collect after the fire was \$200.

Under cross-examination by Mr. Fisher, Mrs. Woods stated that she was claiming only for goods defendant had actually sold or had bought personally.

Defense Witnesses

Jean Cross of Anyox, first defense witness, said that she had had a conversation with Annette after the fire and the latter had said that she had lost goods to the value of \$600. Three weeks before the fire witness declared that she had been in the cupboard where Miss Casey kept plaintiff's goods. There were 20 or 25 dresses there at that time, as well as boxes of stockings, shoes and underwear.

Gertrude Murray, who lived at Miss Casey's house, told of an argument in August 1930 when Miss Casey asked plaintiff to take the goods away as they were too much



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both and she did not want to have anything to do with them any more. After Miss Murray gave her evidence, the case was adjourned at 6 p.m. until 10 o'clock this morning.

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