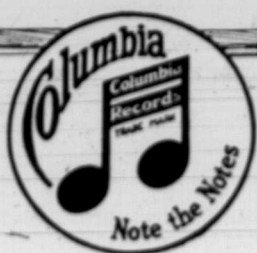


Announcement



Extraordinary

Columbia Records

NOW COST YOU LESS

THE vastly increased demand for Columbia Records has made it necessary to greatly enlarge our Canadian manufacturing facilities whereby we have materially reduced the cost of production. We are therefore giving record buyers the benefit of this saving in the price of Columbia Double-Disc Records.

Beginning with March 20th, when the new April records go on sale, the following prices will prevail throughout the Dominion on all Columbia Records, (except symphony series which now sell at \$1.00 up to \$3.00, and formerly were priced up to \$7.50).

10-inch Columbia Double-Disc Records
(Former Price \$1.00) now 85c.

12-inch Columbia Double-Disc Records
(Former Price \$1.50) now \$1.25

Notwithstanding the substantial reduction in prices, the same artistic standards will be maintained, and the same excellence and quality will characterize Columbia Records that has made them more and more popular year by year all over the Dominion.

Once you have played a Columbia

Record on your instrument, you will never again be satisfied with a tone any less round and rich and natural.

It will be to your advantage to ask for Columbia Double-Disc Records. The Columbia dealer nearest to you will be glad to furnish a catalogue, or we will mail you one on request.

The Columbia Graphophone Co.

TORONTO



You may secure these Records from ANY OF THESE DEALERS, who will also supply Catalogues

Stanwood's Limited | **Winnipeg Piano Co.**

390 PORTAGE AVE.

WINNIPEG

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WINNIPEG

Wholesale Distributors for Columbia Products for Western Canada. We do not retail, we take care of the dealers only

Western Fancy Goods Co. Ltd.

Robert Shaw

Manager

will go further and ask that one of the Government libraries be established in this school.

Training in Composition

To indicate the striking, typical efficiency of this school and its possibilities for the future, permit me to note the following incident. A few days ago, I was called from my normal school class to the telephone.

"Mr. Kennedy, will you tell me on what dates the School Garden Exhibition was held in 1915? I am Wilfred Spafford of South Weyburn School and am writing a letter to The Grain Growers' Guide." It is impossible to convey the tone and spirit in which this request was made. As I walked back to my class I realized the deep significance of this telephone conversation and the possibilities of a real living education for our boys and girls.

I am quite confident that Wilfred accomplished more in the twenty minutes required to write that letter than is accomplished in the usual manner in twenty days; that his interest in the subject matter and his pride in writing a good letter gave him more of English composition, more of neat, business-like writing, more of correct spelling and punctuation, more of efficiency than would have been secured in the too generally accepted way.

Pride of Possession

On September 17, 1909, I visited Title S.D. 2044 and found there four children; my recollection is that not one of the four children spoke English at home. My attention was attracted to the "baby" pupil, a boy about six years old, and I was pleased to note some excellent work on his part. I was further attracted to him at the recess period when the little fellow shyly asked A. M. Warner, the teacher in charge, if I would visit the garden. I shall not soon forget that little boy's beaming face as he looked up at me from beside his little plot and pointed with interest and pride to his tomato plants. That boy gave me the inspiration and showed me the possibilities of school garden work.

On February 29, 1916, Wilfred Spafford gave me an inspiration and opened to me a door into a larger future. The ring in his voice over the telephone wire will remain with me alongside the picture of that little six-year-old boy, whose name unfortunately, I have forgotten. I trust that I may be able to transmit to the boys and girls of this prairie province the realization of this inspiration: "A Little Child Shall Lead Them."

For some years I have followed with interest the development of Rural High Schools in various parts of the world. For the past year I have wearied people, I fear, with the question: "What is a Rural High School for this Province?" On February 29, 1916, C. M. Hamilton, a former teacher, now president of the Provincial Municipalities Association, turned the question on me. South Weyburn furnished the answer—a municipal agricultural school. I beg to point out that the change of name is significant. To put it concretely, South Weyburn is step No. 1; the Provincial University with its Trinity—Arts, Agriculture and Education—is step No. 3. One has but to solve the problem, the equation, to find step No. 2, the answer, I say, is the municipal agricultural school.

No. 1 has a site of approximately two acres; No. 3 has a site of approximately 1,333 acres. The geometric mean is approximately 160 acres, a quarter section. No. 2 then is to have a site of 160 acres.

A Good Beginning

No. 1 has arranged for the warm noon-day lunch, and when later in the season the garden plots have advanced, the children will have fresh radishes to eat with their noon-day meal, and a bouquet of flowers, or a flowering plant for their tables. No. 3 has the university residence and dining hall; solve the equation and secure the answer as to the living size of No. 2.

No. 1 began with the saw and board; No. 3 has the several laboratories. Solve the equation to find the manner in which No. 2 will develop.

These two points are but typical, but they solve the problems of financing and of tax rate.

I said that the change of name was significant. South Weyburn did not merely modify its school plant; it was "born again." It will not be sufficient to modify existing high schools; a new municipal agricultural school must be born. Existing high schools will have ample opportunity and work to do. The function of the municipal agricultural school is peculiarly a new need in our national life.

Some people smile, saying: "How can the School Garden teach agriculture?" The school garden has begun to answer the question, and will answer the question, in so far as it requires an answer. South Weyburn has been an educational school garden to me; has it not answered the question in a larger sense in solving the equation for the municipal agricultural school?

The full solution of this tremendously serious, infinitely potent problem will be materially assisted by the work of the Community Centre Clubs in the several school districts, by the harmonious co-operation of the Rural Education Associations of the Municipalities, and by the co-operation of the Provincial Trustees' Associations, and kindred Associations, with the Saskatchewan Educational Association and the various departments of the government of this province. It is worth while that the educational energies of this province be exerted in the solution of the problem.