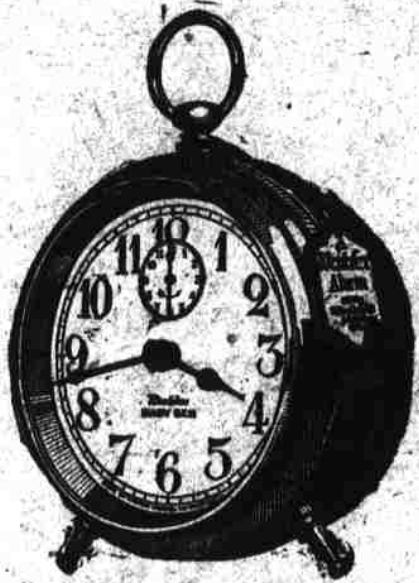


Westclox



Baby Ben will slip snugly even into small stockings

BABY BEN does his work with a smile—and gets you up the same way. Not so easy sometimes, either, on those cold, dark mornings when you'd a lot rather stay in bed for another little roll-over nap.

Maybe it's his littleness that gets him so many friends: folks chum up with Baby Ben on sight. But he's a lot more than just cute! Otherwise his friendships wouldn't last.

He's a good timekeeper and a dependable alarm—true to the Westclox reputation.

Baby Ben will call you once with a long ring or he'll coax you gently out of bed with intermittent calls—any way you say.

He's just about as big as a minute but he takes every minute seriously—as a good timekeeper should.

That Westclox construction inside his case is what helps him make good. The name, Westclox, on the dial and tag *always* means Westclox patented construction; and honest, faithful time-keeping.

WESTERN CLOCK CO., LA SALLE, ILLINOIS, U. S. A.

Makers of Westclox: Big Ben, Baby Ben, Pocket Ben, Glo-Ben, America, Sleep-Meter, Jack o' Lantern
Factory: Peru, Illinois. In Canada: Western Clock Co., Ltd., Peterborough, Ont.

Woman and Education

Can Any Community Do Better Than This?

IT IS easier to tell you how and what we did in our little rural school than to speculate or theorize on what should be done to advance education in the neighborhood.

Ours was a one-room, one-teacher, half-salaried, typical, country school—window glasses out, broken desks, and teachers coming and going because they could find better places.

First, we voted an extra tax (I say "we," for while the women could not vote, through our school improvement club, we set in motion the machinery to bring about this vote) by securing necessary qualified voters to petition for an election. Then we went to the school building the day of the election and served sandwiches, coffee, tea and smiles of approval to the men—our brothers, husbands and sweethearts.

After that we built a nice, big, two-room school building with small music room, dressing rooms and closets.

This past winter our club gave a monthly entertainment at the school building, wherein all of the community had a part, each according to his or her talent. We not only made money to improve our schoolroom but made enough to run the school two additional months by paying the teachers' salaries. Yes, we had two teachers—five of our women appointed by the club went out in the community in September and solicited funds from patrons and friends of education, and thus had enough funds to engage an additional teacher.

Here are a few of the improvements we made in our school—a country school: We put in two coal heaters and bought coal for the winter; bought \$15 worth of books for the library; installed two comfortable closets; stained all the woodwork; bought small desks for primary teacher's room; bought garden tools and flower seed for school gardens; got some pictures for the walls; put some swings on the grounds; put shades in the two used rooms, and, in addition to this, served a community Thanksgiving dinner of turkey, cranberries, potatoes, macaroni, charlotte russe, cake and coffee to 100 people and a big Thanksgiving entertainment at the school building.

All of this meant work, and we were paid by the good will and community spirit engendered by serving on committees, decorating, etc., and by the splendid work done by our two teachers under the inspiration.

Our school building was really what it should have been, a center of community life, and it was largely so through the splendid work of the women in the club.

Better work was done, more time was given to classes, and individual attention to the backward pupils. We had good lecturers deliver addresses to the pupils and the community club, thus promoting a spirit of appreciation for education. A SUBSCRIBER.

What Does It Mean to Me?

SO MANY people will say, when speaking of doing any kind of public work, I can't see that it is making me anything. When will we ever learn what benefits our neighborhood also benefits us?

Just as long as ignorance and poverty prevail, so long will our homes, our lands, our children and our neighbors be affected thereby.

If our schools, roads and churches are poor, does it not affect us? Suppose you live in a backward neighborhood and want to sell your farm, who would want to buy it? See a neighborhood where the schools are good and the people interested, the church is thriving, and good roads are the rule; there you will find land high and in demand with but very little for sale.

People know when they are well off. But where these things do not prevail you will find land values low and the people dissatisfied and every one trying to sell, but you will find no buyers.

Everything you can do to foster education and progress in your neighborhood to better your schools, churches or roads adds dollars to your land, to say nothing of the satisfaction of living in a progressive neighborhood. ADDA HALL.

Constructive Criticism of Schools Is Good

THERE may be differences of opinion as to what branches of education are most practical or how extensive an education is desirable, but absolute heed of an education is generally recognized in these days. It is one thing to admit passively an appreciation of education and quite another to prove that appreciation actively and promote its furtherance in our neighborhood.

It would seem, then, that in promoting an appreciation of education in our community our first step would be to turn our attention to our school, not in a destructively critical attitude but with constructively critical intent, and above all with a realization of our own personal responsibility.

What is desirable in a school? Is the building modern, with correct lighting and ventilating facilities? Are the desks comfortable, and is the equipment sufficiently complete for the subjects taught? And are the subjects the ones that school authorities are recommending from approved texts so that the work our children are doing will be accredited by advanced institutions? This leads very directly to the teacher we are employing. What do we know of her methods? Has she had sufficient training, and is she competent to assume the responsibility we give her in the guidance of our boys and girls?

We must visit the schools occasionally, for there must be a personal contact with that teacher. We must entertain her in our home—make it possible for her to talk with us about her problems in the school and with our children—and cooperate with her. Too, we must gain the confidence of our children. What are they getting out of their work from day to day? Is there a keen happy atmosphere of enthusiasm, or is it one of sluggish plodding?

HARRIET PRINCE PARRISH.

Ladies of the Jury

THE following item from The Woman Citizen is of interest:

"While many states are discussing whether or not to have women on the jury, a New Jersey judge has called a woman jury, received its decision and dismissed it with thanks and compliments for its intelligent service, thus making that state the first in the East to impanel women.

"But the story does not end there, for the women made so favorable an impression that the attorney on the winning side has requested a second woman jury for a case which he expects to try this week.

"The case was one in which a pattern company sued for money said to be due on sales, the question involving who owned the store which made the sales—Antonio Pascarella or Mrs. Antonio Pascarella. The women found in favor of the woman—that is, that she was not the proprietor of the store, and therefore did not owe the money.

"Mrs. Philip McKim Garrison, one of New Jersey's presidential electors on the Democratic ticket, who was one of the jury, said: 'I was glad to serve, and I think all women voters ought to be so, too, if they can spare the time away from home.'

"For their day's service, the 12 women each received 75 cents."

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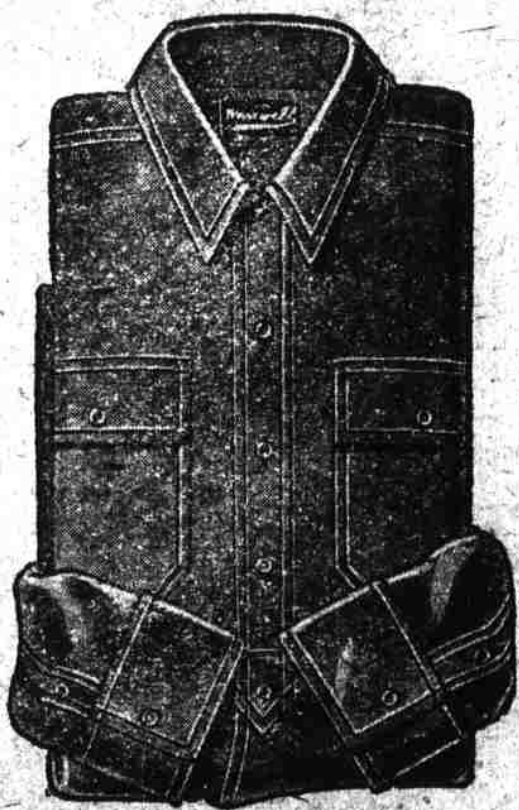
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