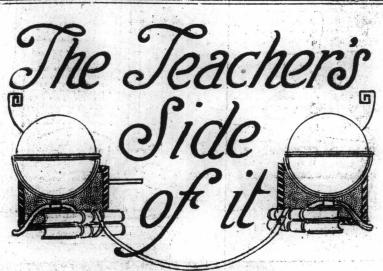
Interesting Stories of Life's Perplexities

# PROBLEMS OF EVERYDAY LIFE

Helpful Hints for Those Who Are Willing to Learn



#### AS TOLD TO MARTHA WICKES

situated in anything but a fashionable

quarter of the city. I found I had

very little time to study the individual

needs of these embryo men and wom-

en and that my only salvation lay in

making a set of cast iron rules and

then enforcing them. It was, therefore,

not surprising but rather discouraging

to me at the close of the school year

to discover that although I had main-

tained discipline. I had also inspired

fear in the breasts of my boys and

but obligation, not love, prompted their

HE principal of the school compli-

and the next year I took charge of a

fifth grade room, with precisely the

same results. I was regarded with

doubt, suspicion and awe, but never

with love. At the beginning of the

term I made a fresh effort to teach

according to my ideas, but the right hand of fellowship that I held out  $w_{\rm eff}$ ding to my ideas, but the right

seized with such alacrity that I can:e

and trampled under foot. I did not es-

periment further that year, but went

back to my "iron hand" tactics, and in-

a few days regained my lost dignity.

near to being pulled from my pedestal.

school and entered normal school with the object of fitting myself for teaching, it was entirely against my mother's wishes. She said bluntly that she thought I'd be much better off at home, helping her. and that most school teachers lived and died old maids. For a woman not to marry was almost a crime in hother's eyes, and the cruel supposition that her. aughter might possibly go through life in single blessedness was too distressing to be tolerated for a moment.

As far as I was concerned marriage played little or no part in my "scheme of things entire." As a teacher I would be of far more importance in the world I would not only hask in the confidence and esteem of my pupils, but in that of their parents as well. I felt a supreme pity for the young wife whose highest aspiration was to please her husband. How narrow, and colorless must be her outlook on fife! Of course, if I were to meet some particularly brilliant man of letters and he were to fall in love with me, I might in time marry him, Then We would work together for the ultimate education and glorification of humanity. Such were my views, when at the end of my normal school course I received the diploma that entitled me to lead "the young idea" up the steeps of knowledge.

. .

M Y first appointment as a teacher was in the second grade of one of the city's gammar schools. I was a little disappointed at the time, for I had hoped to teach older children. Lower grade pupils did not appeal to me. They required a kind of attention that I was not prepared to give. I wanted boys and girls who had begun to think, and who were old enough to appreciate me. For 4 planned to establish myself as mentur, confident and guide to my popils. Perfect, understanding should. exist between us. I would rule with justice and reason and they should have no cause to fear me. So my appointment to the second grade did not accordwith my plans in the least, and before I had been teaching a week I saw that would be obliged to lay aside my pet heories and make a str to maintain discipline.

N my room were fity-four children of perhaps half a dozen different

ing a most important branch of

meation," said an old frield, "they de

life depends more on an agreeable

"You are entirely mistaken," said in

that is the very thing that many of the

ni-te date schools are trying to incui-

who send girls to high school have

them in dourtesy that by their manner:

school but she told me that the sam

applied to some of the lower grad-

mend impatiently. "What do they do:

2 st how do they teach manners whole-

sale, as it were, ic a great room full o'

spirit of ownership of the school and the

graduates from a particular school.

here about it?"

manner than most people suppose.

knocking loudly and persistently at my whom I had met during my first year as a teacher. He was a true and faithful cavalier, and now that he has long since passed out of my life, I know that I loyed him. At that time, however, I regarded him as a secondary consideration. I liked to have him call on me or take me to the theater or the opera but he was as far removed from the brilliant man of learning of whom I dreamed, as the North Pole is husks and married a very pretty young every June. If a boy or girl was lazy or

that period my self-conceit was at its height and I would have accepted a position as chief regulator of the universe without one apprehensive qualm.

Twes not until my fifteenth year as a teacher that I began to wake. up to the fact that I was not getting out of teaching all that I had hoped to gain. I had charge of boys and girls who were from fourteen to sixteen years of age!" but 'in their eyes and those of their parents I was nothing After five years he grew tired of grand out so many high school fledglings



secret of her preference for him. As for me. I was becoming stern, selfmoust moster manner extended into my offended my gentle mother, by coolly setting my judgment up against hers and endeavoring to make her see that

outy to act as a mental stimulus to his or her indolent or torpid intellect until the correct per cent, mark was reached It was not necessary that I should receive any thanks for these often Herculean labors. It was all in the day's work. If I failed to properly perform the duties of a bolster, scathing rebuke or whining complaint was sure to be meted, out to me in lavish quantities . . . TIEN. too, I had no personal place with my pupils. They did not yearn for my corporationship. If I made

overtures of friendship, they regarded me suspiciously as though convinced that my fiendliness was a cloak for some dire design against their pursuit 6; happiness. Mol'e than once I have walked away from a group of girls with the implessant feeling that it ! were suddenly to turn I would see amusement, contempt, derision and indifference written on their faces. Occasionally I became on something like intinate terms with certain pupils, but orth one or two exceptions, lound that I was cultivated as a selfish means to seme desired end.

Last Jane I completed my eighteenth year as a feacher. It was a very sucyear and as I apayshald no find, of boys and girls onto the stage on commencement day I experienced the stime thrill of pride that I do every beir when I see these bright-faced. self-centered vormasters graduated

THE NECESSARY KIMONO

Among the garments considered neces sary to the boarding-school wardrob . the kimono seems to play a very minor part indeed, yet for a girl to leave home or several months unprovided with this Lort of negligee is sheerest folly. Neither the heavy woolen bath robe nor, the sarcy thin matthee will frecisely take we used to call compositions withter German classes and the girls note whal another, how to write a courteous note. lars that merge into finishings for the entire front edges. A kiniono of this sort always looks better and hangs beter if its seam is at the center of the lack and almost any of the bordered fabries are wide enough to be treated

> SCHOOL SHOES AND BOOTS If the girl who is to spend three as heavy soles take a long time to dry iried boarding school can get along comfortably with two pair of evening slippers of low-cut shoes—one pair in monize or black kid and the other in the life of the cut of the c



### HOW I WON THE **SCHOLARSHIP**

By Gladys L. Palmer



This article was written expressly for us by the girl who was successful in winning the most important scholarship open to High School girls. Miss Palmer was one of twenty-five contestants for the prize, and tells in her own way the story of her struggle.—
The Editor.

was a year ago last Spring, when I heard first of the Pulitzer Ran-dence Scholarship, offered by B h ard College to High School girls, yield ing an income of six hungred dollars a year, to be held throughout the college rse if the winner could maintain : high standing in college work. The held of competition was very large, in toat it included graduating girls al over the United States, outside of New

The prize seemed so big, and the field. ec extensive, that I did not give it intch serious thought. I wanted to try for it, but I did not feel competent to fulfill all the requirements. When I learned that there were but two girls from our large Ph.ladelphia High School who had applied for this scholarship. : sultation with my parents I sent in my

Other things beside ability to pass co. ege entrance examinations were to be considered in awarding the scholarship My general character, personality and ity to do things were of importance, and it was with some ne. ousness that I put into a large, and a very important envelope, my letters of reference, an application blank, and a short composition about my school life, I wondered what the Scholarship Board in New York would think of my character and id friends knew me well enough to be benicht with me when I made mistakes and blunders; but these people had never seen nor known me they could tale nothing "for granted." The importance in my life of that engelope's vor or disfavor was great.

HEN came the preliminary examinations. They were hard, and it seemed as if the questions asked were just the ones I did not understand of did not know. It was hard to be prepared to answer all kinds of questions in a whole year's work in different subjects, While taking these, I would often happen upon some translation or question that brought back memories of the past school year; and before I knew it a school and some funny toverpeard in the school room" remark instead of answering the examination questions. After the first examinations were over came a week of hopes and fears. before I received my marks. The marks I could do, and I decided to take some of the examinations again the follow

ing year. Paring my senior year in high school there were, of course many, added activities in which I was anxious to particle pare. Some of these, however, I had to give up, club meetings, luncheone. games of femnis or visits to my friends, that I might spend the time looking up material, and collecting notes for the examinations in June, which haunted me as Banquo's ghost dfd MacDeth i ettioged studying, but would not be a "gried," and I found that good, hard, concentrated study invigorated my brain, as a deep breath of ocean breeze invigorates the body. I "read up" books on the examination subjects, and 'took notes,' until I felt tired and discourag-

ed and was tempted to give up trying again. I would think, "Well, what is the use of doing all of this hard work when I have not a ghost of a chance at getting the scholarship," Then I would think that the systematic reviewing and the practice in taking examinations would do me lots of good in themselves. even if I did not get the scholarship. COULD not keep, girl-like, from bui'ding "air-castles" about college life and how much I would enjoy it; and as I went along how much my cares would be lightened in college, if

believed that a college education and ar independent life away from home would mean much in the making of a girl; and I hope that my own experience may encourage some other girl to push through and get to college somehow. Study, take examinations, do anything, to realize at last that you are actually going. To me, even yet, that I am actually going, but almost like a dream. I think I hardly realized how much I

would need to give up for the sake of this scholarship until tast June. Looking up notes and books after school rooms, when other girls were packing to go away, translating Homer and Virgil by a hot light, when a cool por would have been so comfortable, study ing algebra theory while my graduation dress was being fitted, all this seemed very trying, but the hardest sacrifithat time when I should have most do Sired to be exrefree and happy. I had to take an examination which I dreaded yet sorrowful, line of guis had marched off the platform of the Academy of Music where our exercises were held, sat in a hot chemistry lecture room, endeavoring with difficulty to collect in thoughts upon the examination. Every thing seemed hard then, but it proved to be worth while, and then when the examinations were over I left the housily and came to a pretty spot in the country-side.

O NE warm, sunny afternoon-it was July eighteenth. I think perhaps I shall never forget the date-the Rural Delivery postman brought me a letter from Barnard College. Phoped and yet feared to open it, altogether my mind was "topsy-turvy." My delight, however, when I opened the letter was boundless, Had I dreamed it? It seemed as if I heard the pirds -ing for jo with me, and the sky was a happy blue Everything and everybody was glad, and I was "sort of" glad myself. So. other, I would say to every girl who wants to go to college, "cheer up



## DO YOU KNOW THIS STATUE?

I did not have to work my way through,. by means other than a scholarship. I

By Louise D. Mitchell.



in the study of sculpture is the stories it portrays, and the tory it unfolds. It may we'l be said romance, for that is what most of it s. In the accompanying illustration is concentrated the story and history of a deleated nation and the study itself well depicts the reflectance of that de-

When Julius Cedsan entered Gaul (58 B. C.) he found, these inhabitants in a state of semi-barbarism. They were split up into clans each with an elected chieftain and each of these with a Druld or priest. They had power over life and death, he'd many slaves and were rude people in dress and manners. Each clan lived unto itself and seem rarely to combine with any other. its home, was usually an open village of circular huts, each family occupying one of these huts. They hunted and played rough games and fought with the enemies who were constantly invading their domains from the Northern and Eastern frontiers. The very fact their separateness made them easy of conquest and though they fought with the determination of the savage their methods of warfare were move crude than their enemies and they were

everpowered. I the study we have here, the dying warrior has, fallen upon his shield. and seeking the support of one arm, ser mits the other to fall weakly upon his knee. The head is bowed in the last agony of death while the blood drips from a terrible wound in his right side. The natural muscular strength of his nude body makes all the deeper the impression of defeat from a power be-

youd his ability to control. Yet through it all one sees the undy-ing, the undereated spirit of the man forcing his ebbing strength to fight to. the last in resistance to the great ene my of mankind. It is a wholly pathetic. yet splendid evidence of the unconquer

THE statue is a Greek marble of the bronze original which was formerly in the Vills Ludovisi, The broken war trumpet, the sword with scabbail and belt are to be seen upon the ped-

#### CARE OF OVERSHOES

see that you get those that have no been left over from last season. Even tollet, the hat or the shoes. Both are the hest quality will deteriorate during the near of Summen, and wear out much faster than the new stock. in the other.

The cracks in rubber overshoes, which will soon result in holes, rendering the shoe useless, may be nicely mended with a piece of surgeon's adhesive plaster. Fit a piece of rubber or thick felt into the heel and then cover this with the plaster It will be a protection.

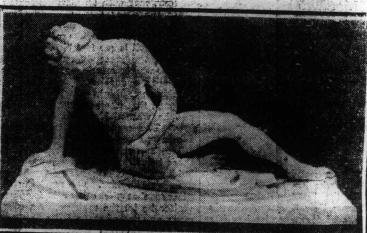
When rubbers look old, apply a costng or patent leather shoe polish, and they will be like new.

estal Beside him. Some of these pieces celaced by time that complete res tion was necessary. The war trumpet is said not to have been restored quite correctly. That is it is not quite true to the original which lay there, but since in most of these restorations of

these ancient pieces of statuary inuch research and study are necessary in on-

It is a nation conquered by a gree

er better organized one-in other. one force overcome by a greater on-It is a fallen hope, and yet higher to a that, the invincible step of n tises and advances over the dving to of the ignorant. Its symbology is dawn of civilization, for with the accan be readily seen that when not nos- vent of Ceasar into Gaul and the defe-



THE DYING GAUL.

made as near to truth as information will permit. The sword, with scabbard and belt and corresponding portion of the base, was wholly destroyed and, of course, wholly restored,

T HE statue was formerly known as the "Dying Gladiator," but is now of the "Dying Gaul" having been substituled, probably because of the man's style of dress which proclaimed him a

study of statuary. Curiously chough, as you take it up and learn the story of the history it embodies, it will lose much of its hardness of outline and Contact and assume instead, a distinct, all almost alive personality. For instance, in this statue of the Dying Gaul,

HEAD WEAR AND FOOT WEAR

a difficult problem as to which is the more essential for a fashionable novel this season, and individuality and originality are expressed in the one as

The fashion is wholly for button shoes, button strap sandal slippers, or sandals with strap lacings, Fancy butwith leweled pins.

stile to gain exact facts, the study is of the people by the Romans, came the progressive steps of civilization for

> Y OU will find, also, that there is such a thing as "soul" in the place of statuary upon which you may be gazing. Whether it is the "soul" of the such sect, itself, or of the sculptor, or that as David so fittingly said. "Deep calieth unto deep" within yourself in answer to something greater within the marble figure before you, I cannot say I only know that you will feel that you ere a better woman for having seen it. that your aspirations are high that you long to do "big things." Therefore, aside from all educational values the study of sculpture may have for you, its high moral influence to be ignored by you, if you s and look upon it right.

#### THE POCKET NEEDLE CASE Teach the little maid to carry a neurte

case of the pocket-sized sort, in school kit. If she has always at hand the means of repairing a rip or a ren in her clothes, she will gradually acquire the almost obsolete art of neat mending and it will become ingreired with her never to wear a ragged gar ment. The "pocket" needle case that is most easily carried is the cartridgeshaped affair in steel which unscrews to reveal a silver-plated thimble sur-mounting a reel wound with white, blue and brown threads, and a hollow receptacle for needles. But all the necessities for clothes repairing may be ontained in a tiny leather-covers ( ) ook having flannel leafs for holding ...ed) .. and pockets for holding shortened tooth-picks wound with threads.

Body of a Found Morni Turne Nothin

A horrible murder farm of William Tottle The body of a four severed from the body way to Brantford with The identity of the

ken of those who have with his face upturned was committed on the bloodstained nor torn.

The murder may h in Brantford may have cumning instincts of a r it/was found.

If this is he true body may be delayed. The clothes may have were used. If so where established before night

In all their experithey were this mornin health, a sturdy boy w one shudder for the civi

such a deed. The agency which machinery ever invente

murdered the unknown A throat gashed as body and an abdomen of What was the mot vas dene to death to c

About only one other r One local doctor, like an accident to County Constable

notified every point on strangers. All kinds Stewart of Langford

However, it was boy's identity. John

was his son. He cut A Ghastly Fi

A Courier reporter scene of the murder. sight met his view. In Blossom Road, 1 mile ville, on the side of th of the farm house of W was lying a mere h years of age, murdered The young lad's the from ear to ear, and all from his body, in fact just hanging by a t body. The murderer had and disembowelled the child's breast were 12 wounds, each would into his lungs. Therecouple of wounds in thead. His body was blood, and his clothes v urated with blood.

The murdered boy was dark grey suit of clothes striped coat and nickerbo

### SAD INDE

It was a sad sight, the Hamilton road at 7 into the city with a lo Clark, a near-by farmer

They were the rem mangled; his head was

cause death, stood out body was almost disen Ghastly as was the haired had been cut of full of boyhood vigor.

farmers and the doctor that a fiendish crime h The murdered boy

in it, and he also wore His body lay in the d Besides where the bile whier had a front

where the boy's body secure any definite tra Immediately Coro and at once secured a The only thing th

Klondyke," It was w - One important ch leg were three finger |

t the imper classes. And all the his set out girls are instructed to look up

the honor of the institution. The principal never refers to it as 'my school it is invariably 'our school' and as the essence of the petined home is the mumembers one to another, and politeness and hospitality towards strangers, these are of course the qualities that the teachers try to bring out. In the Fall and in the Winter when the new girls from the grammar schools in many parts of the city are promoted to this especia school every effort is made to mak ther feel at home at once. Addresso

you know I think that our ELY girls coming from the grammar schools have long been negrectool Trom which they themselves not teach children manners, and success et to the high school students, for cy are expected at lunchron instead of lding in chiques with a few-lear friends, as is their wont at other times. ne, one this hour also to the new girls the e. Even in the public schools this is being done, and some of the principals and been them from eating their lun achieved so great a success in train ng

heens in solitude, and getting lone-

"I certainly an surprised to learn this" said my friend. "Where did you From a most delightfal woman I met this Summer at the mountains." I replied. She was a teacher in a school of this sort in New York and she told me usually provokes sharp retort, se many interesting things about it. The school in which she teaches is a high iles of good, breeding are now being P OR goodness sake, don't be so general in your remarks," said my diced to each other and enjoy them Miss Brownell, the teacher, told me that the foundation idea that they first y to inculcate among the girls is the pitality by managing the reception

'hon't the older girls grumble about,

soon shamed out of her by the other said. Fortunately good manners are rather contagious just as rudeness is. You know how a discourteous speech good natured politeness brings politeness in return from all but the hopepeople are almost never misanthropes On the very first Friday afternoon after acquainted' party is arranged especially for the new comers. The high school is served and the girls are all introselves in the gymnasium dancing and singing. In this school also practice is given to the girls in the graces of hoshave expressed a friendly interest in the school. A committee of about a hundred students elect a chairman and to an afternoon tea. And from the ushers who meet the visitors at the who serve the tea and even the performers at the musical entertainment with which the visitors are beguited

white the teachers appear only a

anated and show them about the ilding and make them welcome. This cell Is self denial week in another re-

Social Amenities for the

F any girl shows this spirit it is members of the class. Miss Brownell. lessly soured and bittered and young the new girls come in a sort of 'get girls act as hostesses. Hot chocolare given from time to time to people who form subcommittees and invite guests front door to the cooks and the girls every thing is managed by the girls who

School Girl By Mrs. Edward Brunson Clark holars of this echool. Then there are little essays, or what

> in short, any occasion where good breeding helps grease the wheels of so "I think that's splendid," said no friend, "but I can't see how they find

by the girls in the English, French and

to do when introducing one person to

a letter of congratulation or condolque.

time for it, all in the ordinary school Why not?" said I. "Most of the things I have been relating take place at recess. The Friday afternoon receptions to the new girls occur only twice a year and the reception to visitors every two months and takes place after school hours, and as to the essays it takes no more time to write on this sub;

ject than on any other." . . . FTER all don't you think it is the parent's duty to instill courtesy into their offspring and not leave this task

whelly to the teacher?"
"It mest certainly is but unforting ately all mothers do not perform their duty in this respect either because they themselves have never been instructed the social amenities or because they have too many other cares and so the school does an invaluable work. Naturally in every well undered household good manners as well as charity begin

"Do the girls in the high school you have been speaking about take kindly to this new study?" "Well I should hardly disnify it by the name of study." But in answer to your question, they 'just love it.' as one of the high school girls who was introduced to me by Miss Brownell expressed it, avoman is naturally a polite animal anyway, as one of your scient tists has observed. and takes kindly while the teachers appear only at the max object to any sort of training that tends to the pack into their hourding school people have been entertained by the bring out this inborn tendency."

the place of the simple kinone in plans or flowered challe, striped wash silk or the examiners Proffest andns the new models, is the kimono having sec-in three-quarter sleeves and a widely turn-ed over collar that extends to the tops the shoulders. A narrow band of buttenhole muslin embroilery insertion borders this collar, outlines the armeyes and simulates an empire yoke 2t the back and front. The narrow ribbons through this buttonholms run to blind nds on the collar and the arm-eyes. but on the yoke the with ends and loops directly across the bust, fordered forlards, which at this season are reduced for below cost price, make pretty kin-enos of the regulation sor; having curn-one sleeves, V mecks and band coi

months at a school so far from Lome that she cannot economically visistated short intervals, is not proand hoots, she cannot be thoroughty contortable in to far as her feet are or cerned. And the comfort of the fee always reacts upon the mental condition For wear in the house and in the class rooms there should be three pair of light-weight exfords, in order that the Same ones need not be worn two days in succession, even while one pair is neing repaired. While exercising in the case diffusing controller, the boarding school girl should wear quite high-topped water-proof hoots with heavy soles, rather than lightweight shoes un der rubbers, as the latter are apt to that the feet and make them tender it with for several hours at a time. But lan of such boots always on hand. The

is much too dressy looking to go with

ed, yielding in reluctance to a power it can no longer dely in the body. There is much for you to learn in the

tons and buckles are greatly used.

Hats continue small and close-fitting Trimmings are simple and depend to their special novelty on the which they are posed Hairdres are flat and close, usually after form of the casque, and are embellished