

THE BEAUTY QUEST

FACIAL DEVELOPMENT ROUNDS OUT HOLLOW CHEEKS AND CULTIVATES BEAUTIFUL CURVES

THE rarest beauty in the world is a beautiful profile. For ages the Frenchman has been jotting down verses, using up pounds of paint and sculpturing innumerable white marble figures to prove that the greatest charm a woman can possess is a perfect profile. He would never dream of writing a heroine down in one of his novels without dilating upon the fact that she had a beautiful profile—a classic profile.

Whether a woman be dark or fair, tall or short, slender or full formed, grave or piquant, majestic or vivacious, serene or brilliant, let her possess the correct facial angle and well-formed contours, and she will have great power to charm, and even to fascinate.

That profile may be shaped at will is a new theory of the beauty experts, who tell you that the nose, which is often the fatal point where contour is concerned, can be shaped until it is nearly perfect; that the mouth is susceptible to improvement; that ugly foreheads and prominent temples can be covered or softened by skillfully arranged tresses; that the ill-formed ear, which stands out distinctly when the side view is shown, must be covered, or partly covered, by the hair; that the eyebrows must be made to curve, perhaps darkened a little, and, if they meet over the nose, that defect may be remedied.

Uneven teeth do much to mar a profile. If they slant inward, a depressed look is given to the mouth. If they project, they are equally as great beauty destroyers; and, of course, if any of the back teeth are lacking, the roundness of outline is destroyed. The service of a good dentist

is all that is required to aid in this step of the beauty quest. There is a secret, too, about closing the mouth. Almost any one can have a pretty one if she knows how to close it. It is not to allow the upper lip to protrude, which makes an excessively ugly outline. The upper lip should neither protrude nor recede; it should be a trifle more than touch the lower lip. This makes the real Cupid's bow—the prettiest shaped mouth. The secret of the Cupid's bow, therefore, lies in knowing how to close the mouth.

Quite as important as this attempt at giving the features shapeliness is the development of the muscles of the face, or facial development. Much may be done to keep contours well rounded and curved, if the work is taken in hand before the muscles have become relaxed and flabby.

To round out hollow cheeks, obviate flabbiness and cultivate beautiful curves, the muscles of the face must be exercised. Everybody knows how to develop the muscles of the arms, for example, by certain athletic, learned at the gymnasium. To train the tissues of the face to lines of beauty is quite as easily learned.

As a woman grows older, her muscles become depressed and need cultivation to keep them strong, firm and free from flabbiness.

Going to work systematically the would-be Venus seats herself at her toilet table and, without so much as "by your leave," daintily puts her finger in her mouth and gently, firmly, pushes her cheek outward in every conceivable direction. The thumb and forefinger, in the meantime, on the outside of the cheek, are rubbing the flesh upward with deep pressure, which stimulates the blood, bringing it to the surface. First one cheek and then the other must undergo this treatment. Then, removing the finger from the mouth, the muscles under each eye are



bunched up or contracted, the thumb and forefinger pressing downward gently, while the muscles are contracting or bunching up. This offers the desired resistance—the pressure downward with thumb and finger. Relax the muscles at once, and then contract them again. Alternate this contracting and relaxing on first one cheek and then the other until the muscles are tired. This is one way to round out hollow cheeks, give tone to muscles and gain beauty of contour.

The next step in facial development is to roll the cheeks. This invigorates the muscles. Place the palms of the hands firmly on the cheeks and roll them with an upward movement. Roll or rub deeply, so as to get at the muscles. Rubbing the skin only makes it loose.

The chin, too, needs developing to prevent its having a weak appearance from relaxed muscles. Press the lower lip up by depressing the chin. In the act of putting, crook the forefinger so as to form a half circle of it. Put the half circle over the point of the chin, just below the mouth, and press downward lightly with the finger. At the same time press the lip upward strongly enough to push the finger up with it. After contracting the muscles hard enough to force the finger upward, relax it instantly. Lines at the side of the nose and the mouth show even more plainly in profile than in full face. The face need not be disfigured in this way to such an extent as is too frequently seen. There are 25 muscles about the mouth which contract and relax under control of the will and which pout and laugh and frequently droop with fretfulness.

It is easy to see that the woman who possesses these muscles and allows her face to reflect every emotion, being recklessly extravagant in the expenditure of the emotions, must expect havoc to be worked with her face. Gentle rubbing with the hand and the application of an

emollient will do wonders in warding off and eradicating these lines.

It is the bad habit of drooping the jaw which destroys the pretty contour of the face and gives the right inclination to a double chin.

Another hint. Don't bend the head over the basis when washing or treating the face. A stooping position is bad for the muscles of the face, making them droop. The head should be held erect during manipulation, and let all the movements, when washing and drying the face, be upward and outward.

It is well to remember that the left side of the face is nearly always the prettier. It is fuller than the right side, which, by comparison, has a slightly sunken appearance. The right eye itself appears to lose something of the animation shown by the left member, which is stronger.

The right eye, too, is somewhat higher than the left.

The differences in the two sides of a face, let it be noted, are more noticeable in the old than in the young. Of course, the greater number of years the muscles have to harden the more pronounced the difference will be.

The moral of this is obvious. The left side of the face showing to far better advantage than the right, it is every one's duty to keep the better side turned toward the observer.

For the benefit of any one interested in the scientific reason for this difference between the left and the right side of the face, it may be said that the two hemispheres of the brain operate quite differently, because of the varied functions they perform. The hemisphere on the right has to do with the physical life; that on the left is concerned with the mental qualities. Through the varied and different workings of the two sections, the facial muscles are developed accordingly.

KATHERINE MORTON.
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HINTS ON SCHOOL LUNCHES

AN APPETIZING RESULT IS LARGELY A MATTER OF ARRANGEMENT

AGAIN the preparation of the school lunch is added to the list of household duties.

Many children object to cold luncheons served from home, preferring to satisfy their craving for sweets at the bake shop or confectioner's, to the exclusion of wholesome foods. This objection might be obviated if individual preference and taste were more carefully studied at home.

In homes where a waitress is kept the packing of the lunch-box is one of her stated duties, but even then it behooves the mother to keep a watchful eye over its contents.

Care should be taken in the arrangement of the luncheon. Paraffine paper should be used to protect each article on the bill of fare from its neighbor, while a fresh linen or paper napkin should be furnished daily. The odor of a stale napkin is enough to discourage a fastidious appetite at the start. Pack the things in the order in which they are to be eaten, with the substantial of sandwiches, eggs or cheese at the top. Bananas are usually best placed on top, as they decay as soon as crushed. Other fruits, wrapped in paper, if juicy, should be laid at the bottom, with the sweets, such as home-made cookies, a turnover, a little individual cake, or cup custard, in between.

Sandwiches.—As the list of sandwiches runs up into the hundreds, there is no giving a child the same combination two days running. Any kind of salad makes a good sandwich filling, as does cream cheese mixed with caraway, chopped ripe olives or minced ginger. Many children, as well as grown people, are partial to gingerbread spread with butter, while finger rolls stuffed with meat or fish creams, a spoonful of scrambled egg, lettuce or tomato with mayonnaise, nasturtium buds, blossoms or leaves, eggs chopped and mixed with cream, or mince of any kind of meat or fish may be utilized in turn.

Sweet Spreads for Sandwiches.—As nearly all children possess the proverbial "sweet tooth," sweet spreads for sandwiches that they will enjoy are jellies, marmalades, stewed fruit, thickened with corn starch, or carefully dried from juice; frosting mixed with candied fruits or raisins, grated maple sugar, and even a butter and sugar pudding sauce.

Sweet Nut Paste Filling.—To make a sweet paste filling that the children like, beat a tablespoonful of butter to a cream, and add a tablespoonful of sugar and the yolk of an egg. Beat until light and thick, then stir into it enough finely chopped nuts to make it spread well.

Sponge Cake.—Sponge cake and milk make a nutritious lunch. To this add a few starchy nuts and the ration is well balanced. As sponge cake is always better when fresh, here is a recipe that will make just two little individual cakes: Break a whole egg in a bowl add two large tablespoonfuls of sugar and beat with a Dover egg-beater until perfectly light and thick. Sift together 2 1/2 tablespoonfuls of pastry flour and a salt-spoonful of baking powder, and fold into the butter and sugar. Bake in patty tins in a moderate oven with increasing heat.

Sponge Jelly Roll.—Use the same recipe, with the addition of a teaspoonful of ice water; bake in a sheet, spread with jelly or whipped cream and roll while warm.

Charlotte Russe.—Charlotte russe of any kind are nice for luncheon. If they are to be used right away, they may be made with cream; but if for two days' supply, with the white of egg. To make three small ones, soak a level teaspoonful of gelatin in a tablespoonful of cold water for ten minutes. Dissolve in two tablespoonfuls of boiling water and add two level tablespoonfuls of sugar, a teaspoonful of lemon juice and two tablespoonfuls of any kind of fruit and milk—coconut, uncooked, except pineapple, which must always be cooked for use with gelatin.

When the mixture begins to stiffen, beat with a light and airy whip. Put in an egg or one cup of whipped cream. Put a little palisade of lady fingers, cut in halves, around the rim of a shallow cup or one of the little paper ice cream cups and fill with the cream.

Whipped Cream.—To whip the cream for the charlottes, take three tablespoonfuls of cream and three tablespoonfuls of milk, and beat with a silver fork or egg-beater, removing the froth as it rises. Sweeten to taste. If preserved fruit is used, little sugar will be needed. If you are in a great hurry, the cream may be used without whipping.

Individual Cup Custard.—Beat lightly together one-half cup of milk, one egg, a splash of salt, a drop or two of flavoring, and a half cup of sugar. Pour into a custard cup or individual ramekin, set in a larger dish of water, and let it cook slowly until set, but no longer.

Chicken Jelly Custard.—This custard is a custard made of chicken stock in place of milk. In this case use salt and pepper instead of sugar, and put in little cubes of the chicken.

Ginger Puffs.—Ginger puffs are well adapted to the school lunch. Put into a pan one cup of New Orleans molasses, one-half cup of brown sugar, and one-half cup of softened shortening—half butter and half drippings. Beat into this one cup of sweet milk, in a teaspoonful of soda and a teaspoonful each of salt and ginger have been dissolved. Lastly fold in three cups of sifted flour and bake in a moderate oven.

Apple Turnover.—Roll out some good pie crust in a circle. Slice a tart apple very thin and lay in the center. Sprinkle plentifully with sugar, season with a little cinnamon, nutmeg or caraway as preferred; pinch the edges of the crust together, bring tightly, and lay in greased saucer or pie-tin, the pinched place up-

derneath. Prick a small pattern for a vent on top, and bake in a moderate oven. Dates, Raisins and Figs.—These are all nutritious and should be regular items in the luncheon. The dates should be washed and steamed and the pits removed, and their places filled by walnuts, almonds, or another date. Then roll in sugar. Figs may also be steamed and rolled in sugar. To prepare an Orange.—If a child won't eat an orange "because it is too much bother to fix it," cut around the center, leaving a strip half an inch wide all the way around. Loosen the cups from the ends with the back of a fruit knife or handle of a spoon, cut through the band and separate into sections.

Grape Fruit and Grapes.—Cut a grape fruit in two a little above the center, making a deep cut. Remove the seeds and membrane, using scissors for the latter; put in a lump of sugar and cover.



THE PRETTY AMERICAN GIRL HAS A PROFILE PRETTY BUT NOT CLASSIC

HOME OCCUPATIONS FOR CHILDREN

ALL LITTLE children need some occupation at home, and there are many things they can do and love to do that will keep them busy and happy, and help along the mental development at the same time. Most educators today recognize the close connection between manual and mental training, that the use of the hands surely helps to develop the brain; so the simple occupations of children assume a new importance in our eyes.

The simplest occupation is tearing. The child of 2 or 3 years of age can tear, and loves to tear, as mothers can testify. If he has nothing else he will tear books, pictures or anything tearable within his reach. Now, since he loves to tear, why not give him something that he may tear legitimately? He has given us a leading, why not accept Froebel's injunction and "Follow the child?" Give him a newspaper and let him tear it to his heart's content, and when he seems to have exhausted the occupation, suggest that he tear the pieces smaller and smaller, and as he gets a little older he will enjoy trying to tear a dog, a cow, a horse, etc.

Cutting is a similar occupation to tearing, and a child should begin by cutting from paper things with simple outline, using blunt scissors with which he cannot hurt himself. At first he will have but a vague idea of outline, and it is well to begin with some definite object. If the mother will take a sheet of square paper 4x4 or 5x5 and cut from it a small square

and give it a name, call the small square a window, then cut an oblong and call it a door, and will draw the child's attention to the difference in shape of the two, the door having two long sides and two short sides, and the window four sides equal (get the child to count the sides), he will understand and will soon be able to cut many things, because he begins to observe the outline of objects. He can cut a flag, a boat, a soldier's cap, a house, etc. The mother can help him, too, by giving a name to something he has cut aimlessly, and for which he has no name. If she says: "You don't know what that is? Why, it looks to me like a rooster," the child will gladly call it a rooster, and will observe a rooster more carefully the next time he sees one. He should always feel that picking up the scraps is a part of the occupation. Cutting means scraps, which can be shovelled up like snow or swept up like carpenter's chips.

The love of cutting or tearing, which is merely the instinctive desire of the child to use his hands and exercise his will, and which most parents regard as destructive, pure and simple, may be utilized to help develop the creative ability of the child; for when he tears paper or makes snowflakes he is really transforming material, he is creating. If, on the other hand, he tears paper aimlessly, he is merely destructive. It is very important that he should always feel that he is making something, never that he is merely destroying.

Drawing is another occupation that children love, drawing either with chalk on a blackboard, with lead pencils, or with colored crayons. Of course, at first, with the little child, the drawing is mere scribbling; but a mother, by judicious question and suggestion, can lead the child to make "pictures," to draw with an object. Painting, too, is a delight; the mere movement of the brush is a pleasure. After children have painted without restriction for a while it is well to give them an outlined square or circle

A PLEASING PROFILE



THE LEFT SIDE OF THE FACE IS ALWAYS THE PRETTIER

BY FLORENCE SHAY IN THE NEW YORK INDEPENDENT

and small shells, too, are interesting to string, though they must, of course, be pierced before they are given to the child. Then the real kindergarten beads the child loves. They are balls, cubes and cylinders in the six spectrum colors, and are strung on shoestrings.

The kindergarten occupation of sewing is interesting to children. The packages of cards already stamped and pricked can be bought at any kindergarten supply store, but it is cheaper to buy a sheet of white or gray cardboard, not too heavy, and cut it into cards the desired size, and draw on each card some simple design in outline, and prick, with a large sized needle, holes about a quarter of an inch apart. Split zephyr worsted (in bright colors) is the best thread to use, as it does not knot as easily as cotton or silk, and the needles should be large-eyed and blunt-pointed. The child can soon learn to thread his own needles if he soaps or waxes the end of the worsted.

We have all done folding when we were children; we have folded boats and soldier caps if nothing more. If the folding is done accurately it is a fine training for the hand and eye. Children soon learn that every fold "tells"; if one fold is made, a second fold should be made with one fold of 7 or 8 can make boats, soldier caps, etc., of newspapers, but for the little child small sheets of colored paper are preferable. A book can be made with one fold of a sheet of square paper by placing the front edge of the paper to the back edge, and creasing through the middle. After making the book of two leaves, the child can fold, say, five sheets in the same way, four of white and one of colored paper. By placing the sheets together, the colored one on the outside, and taking two or three stitches through the middle, a book of several leaves and a cover is made. There are many things to be made by folding; things that children are interested in; if the paper is cut as well as folded, and then pasted, solid forms, such

as boxes, houses, barns and furniture, can be made.

Pasting is another occupation for the children. They like to paste the scrap-book pictures, which are sold in stationery stores; or, better still, the pictures which they get for themselves from old magazines. Leaves and flowers, too, can be pressed and pasted in symmetrical patterns; nasturtium leaves and buttercups are especially good for this work, because they press so well. They require delicate handling, of course, but if handled carefully can be used to make very pretty designs. Much of the flat folding as well as the cutting and tearing can be mounted and thus preserved.

All of the occupations mentioned in this paper are for children under the school age. The little child of 3 years old begins to use his hands in doing some definite work. He should never work for more than 20 minutes, or at the very most half an hour, at a time, and the work to him is play, and should be done in a play spirit; but if he works (or plays) definitely, according to some plan for a short time every day, he is forming habits of concentration and industry that will be invaluable to him always. The years from 3 to 5 are the formative years of life; this is the time when the impressions are made which color the whole life; when the bias is given which determines character; "as the twig is bent, the tree inclines." If, then, a child learns at this time that he must not wantonly destroy, if he learns to use his hands to make something, if he learns to feel the real joy of working, of creating, his whole life will be fuller, richer, better.

Lanesboro, Mass.

Sport is apparently not considered a necessary element in a French schoolboy's education. A fat has just gone forth from the director-general of the elementary schools for finding means to allow their pupils to play leap frog, football, rounders, tops, hopscotch and other games.

As the user grows old and gray in the work of escorting his friends from the altar, he rarely achieves the dignity of best man, for the best man is always chosen for some deeper reason than his good appearance or even his good character.

Old friendship, a college intimacy, or a palship that extends back to schoolboy days, will bring a man forward in the part of best man, and in this, at least, the groom is allowed his own choice.

But the ushers are a different proposition. They must match as far as possible in size, and must never present the appearance of a vaudeville quartet—one tall, the other short, one fat and jolly, the other lean and severe looking.

Above all, the usher must be experienced and guaranteed not to escort some unknown woman on his arm, or to honor a friend with a seat at the table of the rich maiden aunt of the bride languishing in the back of the church.

He must not stumble over his own feet or the bridesmaid's gown, nor must he start hastily from his place, as though glad that the matter was over and done with, as soon as the clergyman pronounces the last word of the service.

On the contrary, the usher of all men, must wear a reluctant. His progress up and down the aisle must be slow, for a step too quick will throw the whole procession out of order and demoralize it.

The usher's name should be called as often in connection with weddings that people get to take him for a society man, but in reality he never gets further than being an usher. It is his life work, and he is prominent at weddings and bachelor suppers, and the sextons get to know him well by sight.

It is as an usher that he shines, and he knows his limitations. To miss an occasion of the sort would make him positively ill, for it is the one thing that he does well.

The man who occasionally acts as usher can always be picked out in contrast to the hardened habitué. He is confused and nervous, sometimes almost as uncomfortable looking as the groom himself. But the professional usher you can tell at once by his swan-like motion of proceeding up an aisle—the head erect, the eyes calm, the shoulders held well, and the whole gracefully poised.

He is a glowing contrast to the "duffer" usher, and, of course, he is a valuable factor to a fashionable wedding. This is what causes him to be sought for, and this it is that finally transforms him into a sharp on weddings who knows all the very latest fads in the event matrimonial.

SATIS MASTERSON.