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The YOUNG CITIZEN

THE MAGAZINE FOR YOUNG FILIPINOS

JULY, 1941

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Announcement to All Writers:

We Will Pay You

for writing articles of merit for publication in
THE YOUNG CITIZEN.

We want interesting children's stories from 200 to 500 words in length; also games, reading devices, articles of historical interest, elementary science and health articles, puzzles, jokes, and playlets. We also wish to buy several good serial stories. Interesting stories less than 200 words in length are desired for Little People. You can add to your income by writing for us.

Primary Teachers:

We especially desire various kinds of interesting material suitable for

First, Second, and Third Grade Pupils.

We will pay teachers and others for material which we can use.

Each article should be written in clear, easy, correct English, on one side of the paper, typewritten if possible, or written by hand neatly and legibly.

The article should be submitted with a self-addressed stamped envelope, otherwise the publishers will not return it to the writer in case it cannot be used.

Address all communications to:

The Managing Editor
The Young Citizen
Care of Community Publishers, Inc.
P. O. Box 685, Manila, Philippines

LITTLE YOUNG CITIZEN

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VOLUME 7

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THE MAGAZINE FOR YOUNG PEOPLE

THE MESSAGE THIS MONTH

CHILDREN AND WAR

The war is still going on.

People are still killing each other.

War is a terrible thing! It is more terrible now! Why?

Because war includes not only the soldiers but also the little children and their mothers.

How does war include the little children?

1. Their fathers and elder brothers are taken away from them to become soldiers to kill or to be killed.

2. They are separated from their parents. If the city or town where they live is in danger of being bombed, children are taken away from that city or town.

3. Foods are taken away from them. They are given only very little food. They are given only about one-third of the amount they need to build up their body. Foods are given to soldiers.

4. They are taken away from schools.

What become of the children in the countries at war?

It is not difficult to see that they will not grow as normally and as happily as children who are fortunate enough not to be in the countries at war. What happen to them?

Many of them will become fatherless, perhaps parentless, and will live the rest of their childhood among strangers, who may or may not be kind to them.

Because of the lack of food they will be physically weak the rest of their lives. And because of physical weakness they may also become mentally weak.

War is a terrible thing. It destroys everything—churches, hospitals, homes, roads, men, women, and the little children.

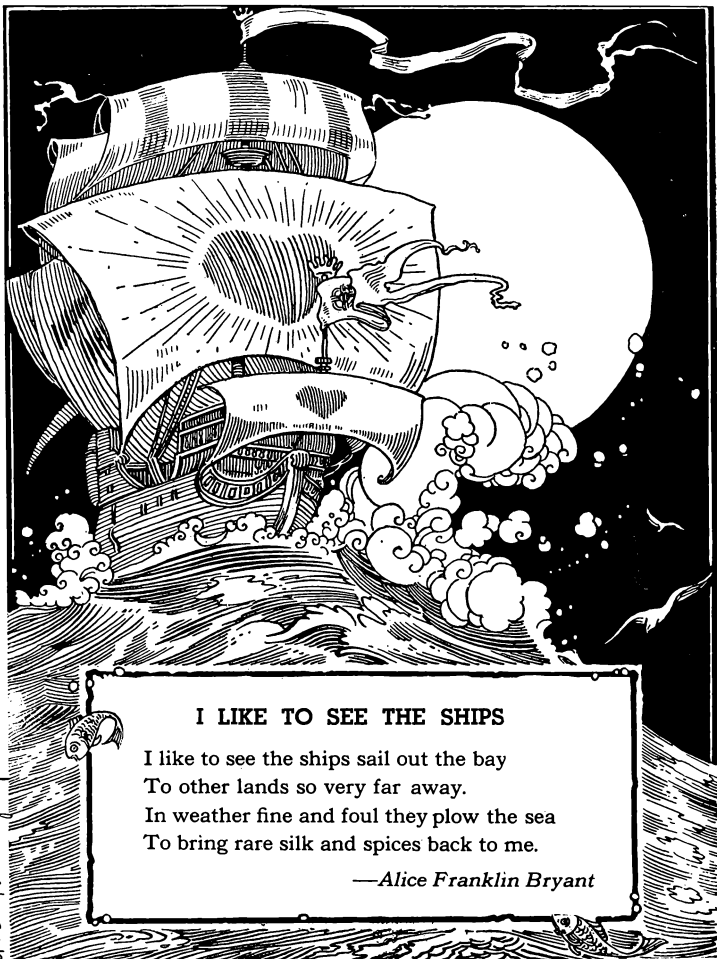
Can we do something to stop the march of war?

Can we do something for the children in the countries at war?

Is it not possible to have war without making children suffer?

What would you do?

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**I LIKE TO SEE THE SHIPS**

I like to see the ships sail out the bay
To other lands so very far away.
In weather fine and foul they plow the sea
To bring rare silk and spices back to me.

—Alice Franklin Bryant

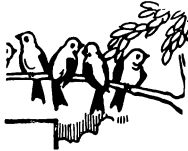
FOR FIRST GRADERS**MARIA**

FILL THE BLANKS.

1. My name is Maria. My _____ has _____ legs.
2. My sister wears _____ .
3. My mother cooks _____ for me.
4. _____ and mangoes are fruits.
5. I like to read my _____ .
6. My father wears _____ .

FOR FIRST GRADERS

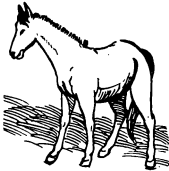
CAN YOU FILL THE BLANKS?



All _____ have _____ .
Parrots and canaries are
_____ .



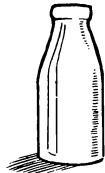
These _____ are made
of _____ .
Belts are also made of
leather.



A _____ eats _____ .
Carabaos and cows also
eat grass.



I drink _____ every day.
It is good for me.
Do you like milk?



FOR SECOND GRADERS

THINGS WE SEE



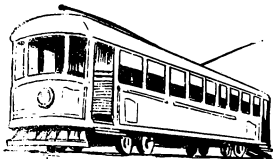
A good clock gives correct time. It has two hands: a long one and a short one. The long hand tells the minutes. The short hand tells the hours.



This is our flag. It has one sun and three stars. The American flag has forty-eight stars. I like both flags.



This is an electric fan. It is very useful on hot days. Have you an electric fan?

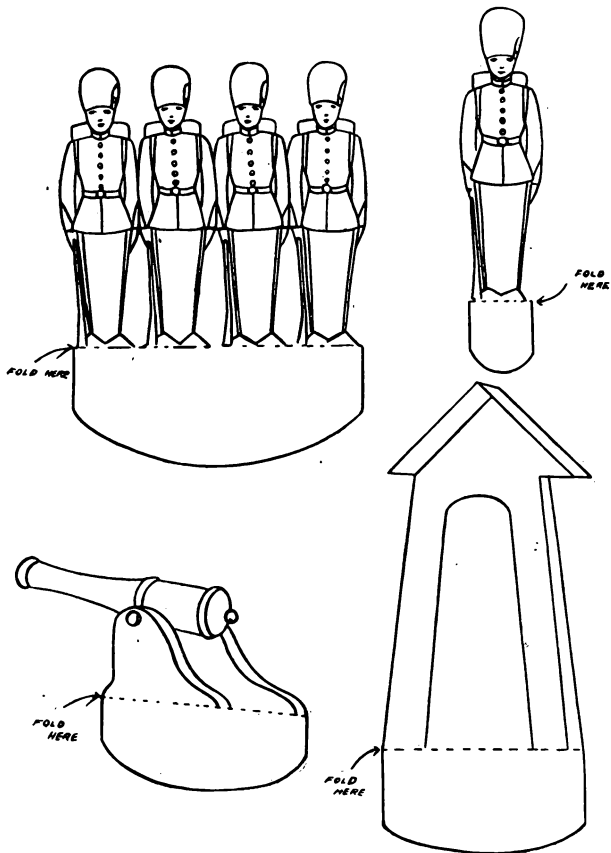


This is a street-car. Not many boys and girls have seen a street-car. Only big cities and towns have street-cars.

FOR SECOND GRADERS

MAKE YOUR OWN TOY FORT

Paste page on thin cardboard. Fold as marked.



FOR THIRD GRADERS

USING OUR EYES



ISN'T THIS a very interesting picture?

What does it show you? We wonder who fell asleep first, the old man or the little boy?

Name as many things in the picture as you can. Who smokes the pipe? What is in the can? What kind of a lamp do you see on the table?

Ask your teacher to tell you the name of some of the things in the picture. Have you a book? Have you a chair? Have you a table? Have you a lamp?

Can you count? Up to what number can you count? Count all the things you see in the picture.

Note the ring on the old man's little finger. See also how the boy

is holding the old man's right-hand thumb. Does the old man look tired? Is he the little boy's father, or does he look more like a grandfather to him? What do you think?

It is always good to observe things closely. You can easily train yourself to do this by constant practice.

In the picture above, what makes you think it is night-time? What makes you think the man is old? About how old is the little boy?

Little children like to hear stories. Do you like to hear stories? Does your mother tell you stories? Have you a grandfather? Have you a grandmother? How old is your grandfather? How old is your grandmother?

FOR THIRD GRADERS**AT PLAY**

What do you do on Saturdays and Sundays? Do you play alone? Don't you play with other children?

What games do you play? Do you play hide-and-seek?



Which do you like better — a doll or a watermelon?

Point in the pictures the following:

stockings

watermelon

dress

bathing-suit

toes

beads

doll

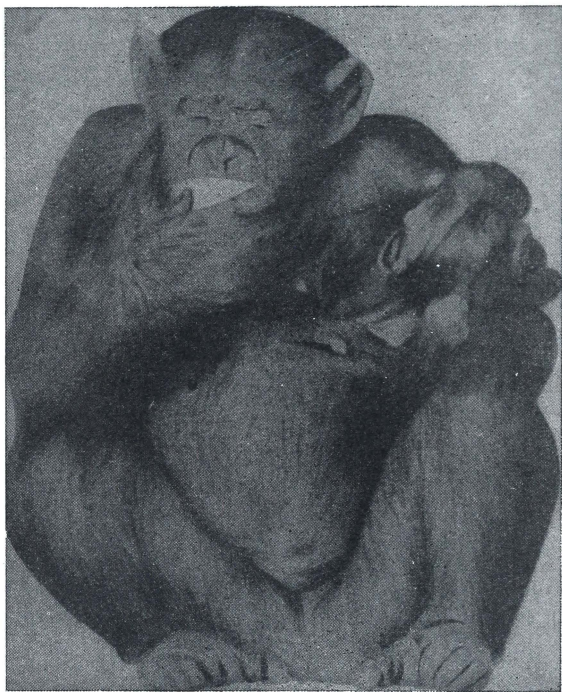
shoes

hair

hand

fingers

feet

MOTHER CHIMPANZEE AND HER BABY

OF ALL the animals in the world, monkeys and their bigger brothers, the apes, are the most man-like both in appearance and intelligence.

For instance, there are several apes that can smoke or use the typewriter. In the United States, there is a jazz-band composed entirely of apes. An ape plays the piano, another plays the trombone, while another handles the saxophone, etc.

The kind of music they play may not sound so pleasant to our ears, but it is probably not much worse than that produced by some of us.

The gorrilla, the chimpanzee, and the orang-outang are apes. They differ from ordinary monkeys in size and in the way they walk. They are larger than ordinary human beings, and, like us, they also walk on their hind legs.

POEMS**WHAT CAN A LITTLE
CHAP DO?**

WHAT can a little chap do
For his country and for you?
What can a little chap do?

He can play a straight game all through;
That's one good thing he can do.

He can fight like a Knight
For the Truth and the Right;
That's another good thing he can do.

He can shun all that's mean,
He can keep himself clean,
Both without and within;
That's a very fine thing he can do.

His soul he can brace
Against everything base,
And the trace will be seen
All his life in his face;
That's an excellent thing he can do.

He can look to the Light,
He can keep his thought white,
He can fight the great fight,
He can do with his might
What is good in God's sight,
Those are truly great things he can do.

Though his years be but few,
If he keep himself true
He can march in the queue

Of the Good and the Great,
Who battled with fate
And won through;
That's a wonderful thing he can do.

And in each little thing
He can follow the King;
Yes, in each smallest thing
He can follow the King,
He can follow Christ, the King.

—John Oxenham

• • •

I'D LIKE TO BE A PIRATE

I'D LIKE to be a pirate chief
And sail the seven seas.
Instead of doing 'rithmetic,
I'd do anything I'd please.

I'd like to have my galleon
Just loaded down with gold;
And then I would buy lollipops—
As many as I could hold!

I'd like to have some jewels, too,
The biggest that there are;
And I would use them all for lights
Upon my motor car.

I'd like to sail to distant lands
And visit savage kings;
And then I'd thrill the kids back home,
And tell them lots of things.

I'd like to bury treasure chests
Upon a desert isle;
And be a king of cannibals
In the most royal style.

—Alice Franklin Bryant

LITTLE STORIES FOR LITTLE PEOPLE

MOTHER'S OWN DEAR BOY

By LUDOVICO AGULTO

"MOTHER, on July 1, I am going back to school. I shall need ₱2.00 for my matriculation fee and about the same amount for renting my books," said a little youngster to his mother one day.

"I know, Reynaldo. We have to have that much so you can continue your studies. But I'm afraid we cannot have ₱4.00 by the end of June, dear. The money I earn washing clothes is hardly enough for us. However, do not lose hope. I will do all I can to get the money you need. Perhaps I can ask Mang Pepe to give us a loan. We can pay him back little by little," answered Reynaldo's mother comfortingly.

Reynaldo said nothing. He was thinking of some way in which he could help his mother earn the money he needed. It was hard for Mother to give him the things he needed. This had been especially so since his father died four months earlier. Poor Mother, thought Reynaldo. He must help her somehow.

Days grew into weeks. His mother was always busy washing clothes and sewing baby dresses to earn extra money.

Reynaldo, after cleaning the house,

would go away because his mother wanted to be alone. And he would be away whole day, coming home only for lunch. This he kept doing for weeks.

Then one Sunday morning—

"Reynaldo, take a bath and wear your best suit. We are going to Aunt Maria's. It is her birthday."

"All right, mother, I shall only be a minute."



While Reynaldo was dressing, his mother went to look for the shoebrush and shoe polish to clean Reynaldo's shoes. She looked all over the room, but she could not find the box in which she usually kept them.

"Reynaldo, where is the box with the things we use for cleaning our shoes?" she asked.

"It's here, Mother," replied Reynaldo, bringing out his shoe-shine box.

"What did you do with these, Reynaldo?"

"I've been a bootblack, Mother. I've been one for three weeks now."

"Why, why did you do this?" asked his mother, almost in tears.

"I love you, mother, and I wanted to
(Please turn to page 263.)

READING TIME FOR YOUNG FOLKS**LONG LIVE THE "NEPA"!***A Playlet In Four Scenes*

By ERNESTO R. BARBOSA

CHARACTERS IN THE PLAY

MISS CRUZ A Grade IV Teacher
 NITA }
 PEPE } Pupils of Miss Cruz
 MARIO }
 PEDRO }
 LILY A Friend of Nita
 ALING CELA Nita's mother
 A FILIPINO MERCHANT

SCENE I

(The scene opens in a classroom. At the opening of the play, the teacher is explaining to her pupils the significance and meaning of "NEPA".)

MISS CRUZ: We celebrate "NEPA" day so that everybody may remember to use more goods made in the Philippines. We should buy from Filipino stores rather than from the Chinese, Japanese, and other foreign stores. By so doing, we help our own people.

NITA: (Raising her hand). Suppose I want to buy a box of matches. Do I have to go to the Filipino store although there is a Chinese store near our house?

MISS CRUZ: Yes, Nita. You must go to the Filipino store first even though it may be farther.

PEPE: Supposing I want to buy rubber shoes, where will I buy them? Only the Japanese make rubber shoes.

MISS CRUZ: You are mistaken, Pepe. Rubber shoes are also made in our country by Filipino manufacturers. Ask for "ELPO", "BAYANI", "MABUHAY" and other brands. They

are made in our country.

PEPE: I didn't know that.

MISS CRUZ: All right, children, I want you to practise what you learned today. Tomorrow, I will ask you whether you have begun practising what you have learned. (She dismisses the class.)

SCENE II

(Mario and Pedro are conversing while walking on the street. They are on their way home.)

PEDRO: I am going to buy some paper first. (He turns to go to the Chinese store nearby.)

MARIO: Don't buy there. Let us go to the Filipino store.

PEDRO: Of course! I almost forgot what we learned today. (They go to the Filipino store.)

PEDRO: (On reaching the Filipino store.) Do you have any writing-paper for sale here?

FILIPINO MERCHANT: Yes, we have. This is "Señorita" brand. (Showing the pad of paper.) This is made in the Philippines.

PEDRO: Good! I will buy one tablet. (He buys one Grade IV pad of paper.)

FILIPINO MERCHANT: Thank you. Come again. We sell things made in our country, you know. (Pedro and Mario step out of the store.)

MARIO: I think I'm going home now.

PEDRO: So am I. (They part.)

SCENE III

(At Nita's home)

ALING CELA: (Shouting). Nita-a-a-a!

NITA: (Playing). What is it, mother?

ALING CELA: Buy a box of matches, please. And hurry.

NITA: Yes, mother. (She goes out for the matches. On the way she meets Lily).

LILY: Where are you going, Nita?

NITA: I have to buy a box of matches.

LILY: Why don't you get them from the Japanese store near your house? "BANDURRIA" matches are very good.

NITA: That is true, but matches are also made in our country. "RIZAL" and "SUNSET" matches are just as good as "BANDURRIA." (She turns away to go to the Filipino store, leaving Lily behind.)

(At home, Aling Cela is already angry.)

ALING CELA: Nita, surely takes a long time getting those matches. (Just then Nita arrives.)

ALING CELA: Where have you been all this time, Nita?

NITA: I had to go to the Filipino store, mother.

ALING CELA: So that's it! Why can't you buy from the nearby Chinese and Japanese stores?

NITA: I bought from the Filipino store because by doing so we helped our own merchants.

ALING CELA: (Still angry). How could you help if no one else bought from them?

NITA: I am not the only one doing it, mother. There is an association known as the "NEPA" or "National Economic Protectionism Association" which helps our merchants and manufacturers. If we buy from the Chinese, Japanese, or other stores owned by foreigners, they take our money to their

country.

ALING CELA: (Enlightened by Nita's explanation). I understand now. (Nodding her head). I think we must really help our own people.

SCENE IV

(In the classroom again the next day.)

MISS CRUZ: How many of you have begun practising what we have studied?

PEDRO: (Raising his hand)—I have.

MISS CRUZ: Tell the class what you did, Pedro.

PEDRO: I bought my pad paper yesterday from the Filipino store.

MISS CRUZ: That is good. Who else?

NITA: (Standing). Yesterday, I bought a box of matches. Instead of buying them from the Chinese store near our house, I went to the Filipino store which is farther down the street. I also explained to my mother what "NEPA" means.

MISS CRUZ: That is very good, Nita. I hope that the others, too, will explain to their parents the meaning of "NEPA" and "Nepa Day". Let us repeat what the four letters stand for. "N" stands for—

ALL THE PUPILS: NATIONAL

MISS CRUZ: "E" stands for—

ALL THE PUPILS: ECONOMIC

MISS CRUZ: "P" stands for—

ALL THE PUPILS: PROTECTIONISM

MISS CRUZ: And the last letter "A" stands for—

ALL THE PUPILS: ASSOCIATION.

MISS CRUZ: What does "NEPA" stand for, class?

ALL PUPILS: "NEPA" Stands for "National Economic Protectionism Association."

EVERYBODY IN THE ROOM: "LONG LIVE THE "NEPA"!!!

CURTAIN

THE LION AND THE MOUSE

A Fable

ONE HOT DAY a big lion was sleeping in his den. He had been hunting all morning. Soon a prick on the soft part of his nose woke him up, but he only shook his head and went back to sleep.

Then he felt the prick again and this time it made him very angry. He put out his paw and found a mouse walking along his nose.

"Ha! So it was you, was it?" said the lion, as he took the little mouse in his big paw. "It is very rude of you to run over my nose when I am taking a nap. I shall take care that you do not do it again."

He was opening his mouth to eat the poor, little mouse, but just in time the little creature said, "Please do not eat me. I did not mean to wake you up. I was just taking a walk, but your nose was so slippery that I had to dig my claws into it a little to keep myself from falling. If you let me go this time, I will never do it again." The little mouse was shaking with fear.

"But you will never do it again, if I eat you," said the lion. "So I think it would be best to make sure of it in that way."

This made the little mouse more afraid than ever.

"Oh, please let me go," said the mouse.

"I am sure you are too kind to eat me. Some day I may be able to help you."

It made the lion laugh to think of a little mouse being able to help him, and he said, "Well, then, run along, but if I get you again, I shall eat you."

Without stopping to thank him the mouse ran off as fast as his little legs could take him.

A few days later the mouse was sitting in his home on the far side of the forest when he heard a loud roar a long way off. He stood still on his hind legs, and put his head on one side so as to hear better. Soon the noise came again, but this time it was louder.

"Yes," said the little mouse, "I am sure that is the big lion that let me go a few days ago. I must go and see

what is the matter."

Off he ran at once, and found the lion in a net made of strong rope. The mouse gnawed the rope until he had made a hole large enough for the lion to crawl through. The lion thanked the mouse for his help and swore to be his friend for all the time.

QUESTIONS

1. Why was the lion sleeping?
2. What do lions hunt?



HOW THE TREASURE WAS STOLEN

A HINDU and his wife who had saved a big sum of money kept it in an earthen pot among the rafters of their hut. They considered this spot quite safe, for by day one of them was always in the hut, and by night they slept on the floor immediately under the pot, and the least movement among the rafters would shake down upon them a shower of straw from the thatch and wake them.

A clever thief, however, got to know about the treasure, and worked out a plan to obtain it. One dark night, taking a monkey with him, he managed to climb into the rafters before the couple were properly awake. The falling straw, however, roused the woman, and she awakened her husband.

The husband was about to get up, but the thief, who had heard what had passed, gave the monkey's tail a sharp twist, which set it squealing loudly. Thereupon the man lay down again, saying to his wife, "It's only a monkey up on the roof."

While the monkey was squealing, the thief tied a piece of string around the neck of the jar, ready to lower it when the opportunity should occur.

At last the thief, thinking the time ready for his plan, began lowering the pot a little nearer to the doorway than the spot where the couple slept. This operation caused a good deal of straw to fall, and soon the woman was wide awake again. She roused her husband, but at this moment the thief gave the monkey's tail another twist, and threw it down upon the bed.

There was a fearful squealing and a good deal of confusion. The husband

THE SPY AMONG THE OWLS

SOME crows were once at war with a few owls and they were having the worst of it. In the daylight they could never find the owls, who hid themselves in nooks and corners among the eaves. But at night, the owls, who could see well in the dark, would swoop down upon the home of the crows and kill many of them.

Matters became so serious at last that the crows had a conference, and one old bird proposed a plan by which they could beat the owls. He told his comrades to pluck out most of his feathers, leaving only a few in his wings so that he could fly.

This having been done, he went off to the owls, told them that the crows had cruelly ill-treated him, and that he had come to help the owls defeat the crows.

"Take no notice of this traitor," said a wise old owl. "He who is false to his friends will be false to his foes."

But the other owls would not listen. They allowed the crow to live among them and to learn all their secrets.

At last the crow, whose feathers had grown out again, thought that the time had come for action. Telling the owls that he was going to the crows' home to learn their secrets, he flew off.

The crow went back to his friends and told them all the secrets of the owls—where they hid in the daytime, and how they could not see then. Then he led the crows in the daylight against their enemies, the owls. The owls were routed out of their hiding-places, and, because they could not see well in the daylight, they were totally defeated.

seized the monkey, and was bitten on the hand. During the disturbance the thief ran off with the treasure.

THE BANANA-LEAF SELLER

By EMILIANO Y. FERNANDEZ

SUNDAYS and Wednesdays are market days in Kalibo. Those are red-colored days to Antonio, the banana-leaf seller. They mean a few more centavos for his school needs. Many people then go to town to buy and sell.

Tonying, as his mother calls him, is in the second grade and he goes to school everyday like all good boys and girls. But that does not stop him from selling his bundles of banana leaves.

Usually a bundle sells for a centavo, but on market days it sells for as high as three centavos. All the money Tonying earns goes to his mother.

Sometimes, when there is no rice in the house, Tonying asks for a peseta and runs to the Filipino store nearby to buy it. He never goes to a Chinese *tienda* if he can buy it from a Filipino store.

Very early every morning, Tonying wakes up, rolls his mat and blanket, and takes the scythe from the *tapalan*. After tying the handle of the scythe to the end of a long bamboo pole, he goes down to

the tall banana plants in their back yard. Old and unspoiled leaves fall as he swings his scythe. Very carefully he strips the leaves from the stems and binds them into bundles. Five or six leaves make a bundle. Tucking these bundles under his arm, he marches happily to market, which is half a kilometer away. There are ready buyers at the fish and meat section, and he goes home a few centavos richer. Then he has his breakfast and goes to school.

Tonying's mother often says, "Tonying is our man in the family." That makes him very happy. It makes her happy—and proud, too.

STUDY QUESTIONS

1. What are the market days in your town?
2. What are the market days in Kalibo?
3. What does Antonio do to earn money?

SOLOMON GRUNDY

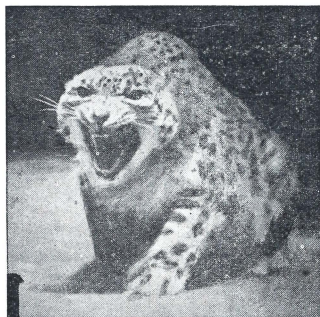
SOLOMON Grundy
Born on a Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday.
This is the end of
Solomon Grundy.



AMONG THE WILD ANIMALS OF EAST AFRICA

True Experiences Related by a Young Traveler

VII. CAPTURING LEOPARDS



A Young Leopard

JOHN LANCASTER had been working several years for a company which caught and sold wild animals of different kinds living in the jungles of Africa. These were purchased for zoos, circuses, and motion picture producers. From the great plains of Tanganyika to the swamps of the Belgian Congo Lancaster had trapped lions, leopards, buffaloes, and elephants. Sometimes natives had been killed in those hunts, although Lancaster always tried to safeguard his men, and had actually saved the lives of many who had been attacked by wild animals.

Lancaster had just turned over a consignment of animals to the agent of an American zoo.

"This is my last catch," he told the agent. "I have decided to give up this dangerous work and return to America."

But the agent of the zoo, who had headquarters at Nairobi, East Africa,

made him a very attractive offer.

"I want four more leopards—alive, full-grown, and uninjured—for our American zoo." So Lancaster decided to make the catch. "But mind you, this is the last," he said.

It was at this time that I made the acquaintance of this animal trapper, who invited me to go with him. "Just to see how it's done," he told me.

The job looked easy, compared with others which he had undertaken. It would take him about two weeks to get those animals, his boat would not sail for a month, and he had nothing to do in the meantime. So he got together about a hundred native men who were experienced, and we set forth.

We left Nairobi with a caravan of four heavily loaded trucks and our hundred natives. In two days we arrived at a place said to be filled with wild leopards. Here we camped, and were soon as comfortable as possible with the help of Kambe, the headboy of Lancaster. The natives who lived in the region were glad to get rid of leopards, for they killed the cattle and even women and children of the villages.

Lancaster would catch his four leopards by trap. Within two days, by working hard, the men had built a leopard trap on the edge of the jungle. This trap was constructed as follows: Heavy poles were set into the earth. Branches having long thorns were twisted between the poles. The roof was made of heavy branches which were covered with long

vines and green leaves. The trap was hidden so it could not easily be seen. A trap-door was on the inside of the cage; this would be released when the animals had entered the cage.

Lancaster inspected the trap in all parts when it was finished. No leopard would be able to get out of it, he decided when he finished his inspection.

"We are ready to begin the hunt," he announced.

A small buck was placed inside the cage, and the trap-door was made ready for release. All the men went to the camp where the trucks were parked. Fires kept the wild animals away from this place during the night hours.

The next morning Lancaster and I, with Kambe, the headboy, quietly approached the trap. "Tui," said Kambe. He meant that there was a leopard in the trap. Sure enough, we heard the snarling of a leopard. Peering into the cage through a crack, we saw a splendid leopard inside the trap. The animal snarled angrily and leaped at the door from where we were watching it. But the door was strong enough to withstand the leopard.

The animal we had captured was a large male with great teeth, shining eyes, and wicked-looking claws. It was yellowish brown with the usual spots, and would make a good specimen for the zoo.

Lancaster decided to leave the animal in the cage until the next morning. It would be somewhat quieter by that time, and could be transferred more easily to one of the cages on a truck.

Leaving Kambe on watch, we returned to the camp and sent several men to keep watch with Kambe. This precaution was necessary. One is never sure what may happen in the jungle. Leopards are

dangerous, and if this one were able to escape, he might attack our camp. Besides, we would be losing a fine specimen.

The next morning the truck, on which a strong steel cage had been placed, was backed up to the trap-door. The door was raised and we soon had our first leopard safely caged.

That night we secured a pair—a male and a female,—and the next night another splendid male leopard was captured.

"I'll just capture another for good measure," said Lancaster. "There is an empty cage"—the pair had been placed together in one cage—"so I might just as well get five of the brutes."

This decision almost cost the life of Kambe, Lancaster's faithful headboy.

Sure enough, in two or three nights we took another leopard. As usual, Kambe and several natives were left on watch after Lancaster had viewed the fifth animal. We left the trap and had gone a little distance toward the camp, when we heard shouts from the natives remaining at the trap. We ran back quickly toward the place.

Soon we saw a sight which brought consternation. A full-grown leopard was standing with his forepaws on the body of the headboy, Kambe. Instantly Lancaster raised his gun, aimed at the leopard, and fired. The shot struck the brute, for he leaped from the body of Kambe and began thrashing about in death agony. Another shot finished him, and he lay lifeless.

Slowly, with rifle ready for immediate firing, Lancaster approached the leopard. One can never be sure of these animals. Sometimes one pretends to be dead, and then attacks a man when he is close by.

(Please turn to page 256.)

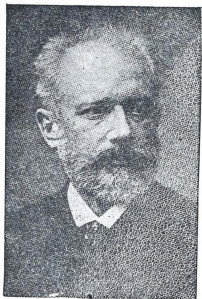
MUSIC APPRECIATION SECTION

GREAT COMPOSERS OF MUSIC

SECOND SERIES

By BERT PAUL OSBON *

VII. TSCHAIKOWSKY



TSCHAIKOWSKY
Greatest Russian Composer

AS A BOY and were not successful. He had an anxiety settled on him, which enabled him to devote himself wholly to music composition.

Tschaikowsky (pronounced *chi-koff-skee*) had a sad, gloomy disposition, and is sometimes called the "symphonic apostle of gloom." Nevertheless, he is one of the outstanding Russian composers.

Russians have well been called the "dark people," so tragic has been their history. Russia was for many years cut off from the life of western Europe. Lying so near to Asia and often invaded by Eastern tribes, Russia was little understood by western Europe. For generations Russian folk suffered the hardships of loneliness, poverty, and ignorance.

position as a young lawyer.

But one day when he and his cousin were at the piano, he was struck by the latter's chord-modulations from one key to another, and nothing would satisfy him but that his parents permit him, too, to study harmony. Then for five years he studied music in the Petrograd Conservatory of Music. While here his excessive zeal induced him to write as an exercise two hundred variations on a single theme.

He secured an appointment as professor of harmony at Moscow University. All his early compositions were operas

They suffered, too, the terrible injustice of a ruthless government. Many brave men and women tried to make changes in the life of Russia, but their voices were silenced by death, or exile to Siberia.

That Russians loved their country has often been proved. When Napoleon marched upon Moscow, the Russians set fire to the city rather than see it conquered. The zeal of Russians in that event has been preserved by Tschaikowsky in a concert composition which he called *Overture—1812*. In this tremendously stirring music one will hear the Russian and French national songs of that time.

In all characteristically Russian music, there is a strong racial flavor, derived

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from the extremely varied and fertile folk-music of the several divisions of the country. This folk-music is one of the most interesting types found in Europe, having instinctive melodic beauty, latent harmonic richness, and restless rhythmic individuality. In it one can see two rather contradictory strains of feeling—the one sad and gloomy, the other gay, reckless, and wild. These supply materials of great artistic value.

At one time Tschaiakowsky was commissioned by the czar to write a ballet. In a happy mood, he chose a pretty fairy tale of a children's Christmas party. He called his ballet the *Nutcracker Suite*. The ballet is in three parts, as follows:

I. Overture Miniature

II. Characteristic Dances

1. March
2. Dance of the Sugar Plum Fairy
3. Russian Dance
4. Arab Dance
5. Chinese Dance
6. Dance of the Toy Flutes

III. Waltz of the Flowers

A ballet (pronounced *bal-lay*) is a sort of story told by music, acting, and dancing, but no words are spoken or sung. The actors imitate or suggest the people of whom the story is told.

The music of the *Nutcracker Suite* was first written as a ballet for a group of Russian children to dance. It was danced in Russia for the first time in 1891, and children took all the parts in it. Older dancers sometimes use the ballet now. The music of the suite is often played by the greatest orchestras in the world, without any dancing and for its own beauty.

When you read the story of the ballet, as given in the old fairy tale, you will

understand the meaning of the music better. And here is the story:

A little girl named Marie had been given many beautiful Christmas presents. Among these was a wonderful silver nutcracker.

During the evening, as the children played with their new Christmas toys, Marie's brother tried to crack too large a nut, and the nutcracker was broken. Marie felt very sorry about this, and so, before she went upstairs to bed, she wrapped up the nutcracker very carefully, and laid it on a shelf with her dolls, her brother's tin soldiers, and some other toys.

After she went to bed, Marie could hardly sleep because she was so excited about her new toys and about the beautiful Christmas tree with the sugar plums hanging from it.

She finally went to sleep, but as soon as she was asleep she dreamed. In her dream she got up and went quietly downstairs for another sight of the wonderful Christmas tree. She dreamed that while she was sitting on the bottom step of the stairs looking at the tree, the clock struck the hour of midnight. Just then she heard a strange noise, and while she watched the tree, a curious thing happened.

The great tree began to grow and grow and grow. All the cakes and sugar plums which hung on it and all of the toys came to life, including the nutcracker.

Suddenly, the cracks in the floor began to open wider, and an army of mice sprang through them. They rushed into the room to get the sugar plums. Everyone was very frightened. The tin soldiers leaped down from the shelf upon which they had been placed, and began to fight.

The king of the mice and the brave

nutcracker had a terrible battle. The king was getting the better of the battle, when Marie, who was watching from her seat on the stairs, saw that the nutcracker was quite surrounded by the enemy, and in the greatest possible danger.

Without waiting a moment, she took off her slipper and threw it with all her might at the king of the mice. This killed the king, and the other mice scampered away, very glad to escape with their lives.

As soon as the fight was ended, the nutcracker was changed, as if by magic, into a handsome prince. He thanked Marie for saving his life, and led her through a strange doorway, into a green meadow.

This meadow was called the Land of the Sugar Plum Fairy. Here Marie was treated just as a princess should be, and all the fairies, dolls, and sugar plums danced for her.

In the music of the *Nutcracker Suite* these dances are called the characteristic dances, and all of them may be heard on phonograph records. Of course you will want to hear them at the first opportunity. Let me tell you a little about each of these:

1. *March*. This is the procession of the children around the Christmas tree, before the presents are distributed. It might also suggest a procession of dolls and tin soldiers, for it is a "toy" march.

2. *Dance of the Sugar Plum Fairy*. This is music for the dance of the dainty Sugar Plum Fairy, who came to life on the Christmas tree. It is played by the celesta.

3. *Russian Dance*. This is just what the name indicates.

4. *Arab Dance*. This is an Oriental

dance. It is in minor mode.

5. *Chinese Dance*. A dance of Marie's Chinese doll. Listen to the flutes, piccolo, and bassoon which play this music.

6. *Dance of the Toy Flutes*. This is the dance of all the toys. Listen to the piccolo, or little flute, in this music.

Waltz of the Flowers. This is the closing dance of the ballet or suite. Listen to the harp in this music.

Such is the story of the famous *Nutcracker Suite* by Tschai-kowsky. But this composer, one of the most gifted orchestral writers of recent times, wrote other music. He composed six splendid symphonies, seven symphonic poems, four orchestral suites, several overtures, much chamber music, many piano compositions, songs, and three ballets.

His sixth symphony, called the *Pathetic Symphony*, is famous. It is one long, magnificently orchestrated sob.

The depression of the *Pathetic Symphony* may have been prophetic, for almost as soon as it was completed, Tschai-kowsky contracted cholera from drinking unboiled water while an epidemic was raging in Moscow. He died in 1893. Thus passed the most freely expressive composer of the romantic school in Russia.

REVIEW

1. Pronounce and spell the name of the composer Tschai-kowsky (*chi-koff-skee*)

2. When was he born? Died when?

3. Was he a musical boy?

4. For what profession did he prepare?

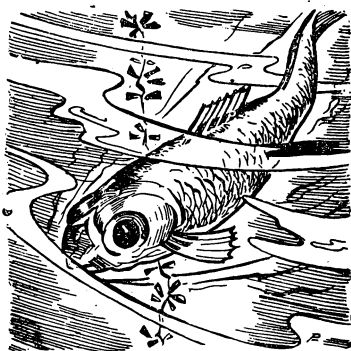
5. How did he become interested in composing music?

6. What position did he occupy at Moscow University?

ELEMENTARY SCIENCE SECTION**EVEN FISH DROWN**

Do YOU KNOW that fish also drown? Yes, they do drown; but, unlike men, they do so when they are out of water.

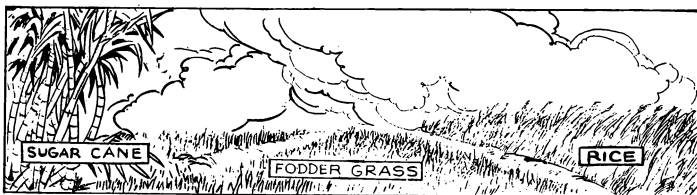
A fish uses its gills much in the same



way as we use our lungs to take in oxygen. The water which is sent over its gills brings the needed oxygen and removes the carbon dioxide. If a fish is taken out of water and no oxygen reaches its blood (fish cannot obtain oxygen from the air as men do), it dies, just as a man would if he were unable to breathe.

If a fish is confined to a small area of stale water where the oxygen has been used up, a fish may find it difficult to breathe and finally "drown."

There are some extraordinary fish that are able to leave the water and travel long distances over land. These fish—called "lung fish"—live in waters that are liable to dry up in hot weather. The fish then wriggle their way into the muddy river or lake bed, where they remain, breathing through their lungs, until they get water again.

GRASSES

Do YOU know that grasses are the most important of all plants? It is indeed doubtful if the world could exist, or if the great variety of higher animal life (including people, of course) could have been produced without them.

Grasses form the chief food of man-

kind, directly or indirectly, and also of the cattle, sheep and horses on which we depend for so many of our necessities and luxuries. A great many animals are grass-eaters, and those animals that do not eat grass live on the grass-eaters.

The great cereals—rice, wheat, corn,

barley, oats, and rye—are cultivated grasses, although they do not belong to the same family to which the ordinary grass eaten by horses (*zacate*) or the grass on garden-lawns belongs. The

sugar-cane and the bamboo are also grasses.

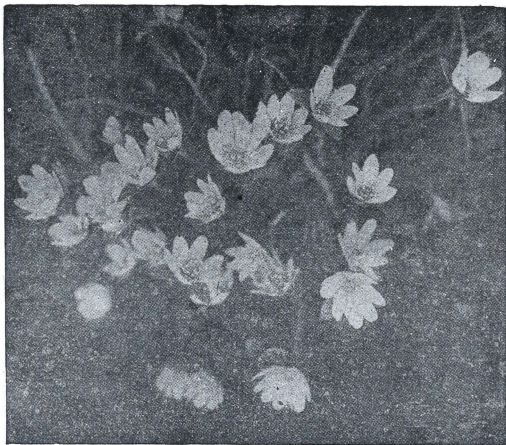
Grasses form one big family, there being from three to four thousand different kinds.

THE LIFE OF A PLANT

INSIDE a little seed is a power that no man knows. The great forces of the universe are on its side. Sun and wind and rain, night and day, wet and dry reasons, gravitation and revolution of the earth, the work of human hands—all are in partnership with this tiny seed. As a paint-

er of tiny parts called molecules that build up a flower must move in a certain path. Who is it, what is it, that makes each tiny molecule go to just the right place?

Let us see how the intelligence of a plant will work. A blade of grass will turn towards light too faint for the eye



er or a sculptor produces a thing of beauty, so the mysterious relations between the forces of nature and a seed produce a joy and power forever.

No man can understand the hidden powers that lie behind a flower. In forming the petals and the stamens millions

to see, and everybody knows how plants will go out in search of the things they like.

A root will turn away from certain substances; the root of a cabbage or a pea will grow toward phosphates and turn

(Please turn to page 263.)

HISTORY SECTION

PALESTINE



On the Banks of the Sacred River Jordan

NO OTHER country has so many shrines as Palestine, the Holy Land of Christians, Jesus, and Mohammedans. Few other lands have had more stirring events, yet Palestine is a tiny country, occupying only a small part of Syria.

The traveller usually enters the country through the Mediterranean port of Jaffa. Soon he passes through beautiful orange groves, and then across the flat plains of Sharon. Here in ancient times dwelt the Philistines, from whom the entire country was called Palestine.

It is as we approach the cities that we realize what changes have taken place in the Holy Land. Jerusalem is still imposing from a distance, but when we reach it, we find it bereft of all its ancient glories.

From the Holy City a rough and precipitous road leads down to Jericho, which lies nearly a quarter of a mile below the level of the sea. Jericho was

the first city which the Israelites conquered when they entered the Promised Land, many centuries before the birth of Christ, and it was already a city noted for its wealth and luxury. It was rebuilt by the Romans and made so splendid that Antony chose it as a gift to present to his beloved Cleopatra. Now only a wretched village, consisting of a few squalid huts, marks the site of that famous "City of the Palms." Even its natural beauty has suffered, for the palm trees have almost entirely disappeared.

A few miles farther and we are at the banks of the river Jordan, which we find thronged with Christian pilgrims who have come to bathe in the muddy turbulent waters of this historic stream. Each sect has a different bathing place which each claims to be the exact spot where Jesus was baptized by John the Baptist. Trees and luxuriant shrubs clothe the river banks here, but as we follow the

swift stream southward to the Dead Sea the vegetation takes on a sickly look.

Occupying the lowest part of that great chasm through which the Jordan flows, the Dead Sea is almost 1,300 feet below the surface of the Mediterranean Sea. Its water is five times as salty as that of the ocean. If we try to swim in it, we cannot possibly sink but bob up and down like a cork. This extreme saltiness is due largely to the rapid evaporation caused by the intense heat. Each of the many streams that flow into it brings a small amount of salt, which remains while the water passes off as vapor. The Dead Sea deserves its name, for it contains no animal life except the lowest, and fish put into its waters soon die. Such scanty vegetation as is found on the shores is covered with a white salt crust that makes it look as though "it had been smitten with leprosy."

Climbing back over the barren hills, we reach Bethlehem, where Jesus was born. This town will ever be famous in sacred history. A few miles farther south, in the ancient city of Hebron, is the cave where Abraham, Isaac, and Jacob are supposed to be buried. About this place has been built a Moslem Mosque, for the Mohammedans regard great patriarchs with reverence equal to that of the Jew or Christian.

Passing to the north we cross Samaria and reach the fertile, well-watered, and

pleasant land of Galilee. Here, nestling among the hills, we find the historic town of Nazareth, where Jesus spent his boyhood. To the south is a famous plain, the vast arena in which so many battles have taken place. Armies from the great empires of the Nile and of the Euphrates, and from the north and the south, the east and the west, have here met in deadly conflict. In the early days of Israel's history many battles were fought here, and in the Middle Ages, hosts of Crusaders died on this plain fighting for the cross. Here Napoleon

was checked, and in the First World War the Allies won Palestine in this field. It is supposed to be the Plain of Armageddon to which reference is made in the Bible.

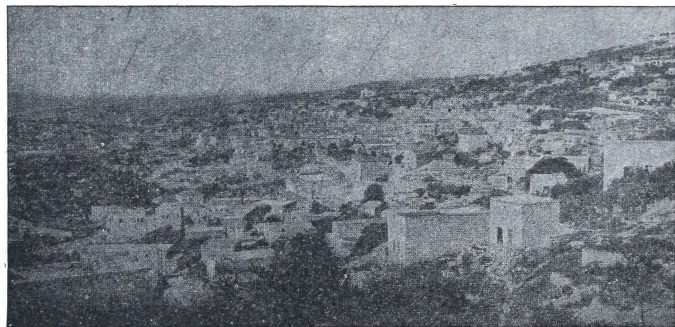
How peaceful after these scenes of strife seem the calm blue waters of the Sea of Galilee. On these

shores Jesus often walked, and here He met the fishermen who became His apostles. Now the region is quieter than it was in His day. Only a few scattered boats are seen on the waters which were once covered with sails; the cities once on its shores are now only heaps of ruins. It is not surprising that after many centuries much of the country should become waste. But almost everywhere the soil is rich, and modern irrigation is working wonders.

The population of Palestine is extremely mixed. About five-sixths are



A herdsman in Palestine is watching his sheep where Abraham, Isaac, and Jacob drove their flocks.



Nazareth, Boyhood Home of Jesus, as it Looks Today

Arabs (Mohammedans in faith) and the remainder Christians or Jews. Since the First World War there has been much fighting between the Arabs and the Jews, due to the Zionists' dream of "establishing in Palestine a national home for the Jewish people."

REVIEW

1. Locate Palestine on the map of Asia Minor.
2. Palestine is the Holy Land to what peoples?
3. What is the Mediterranean seaport of Palestine?
4. Why is the country called Palestine?
5. Tell about Jericho.
6. What can you say of the history of Jericho?
7. Tell of the river Jordan.
8. Tell of the Dead Sea.
9. Why is Bethlehem of historical interest?
10. Why is Nazareth of historical interest?
11. What historic events have occurred on the plains south of Nazareth?
12. Tell of the Sea of Galilee.
13. Tell of the population of Palestine.
14. What is the Zionists' dream?
15. Why has there been trouble between the Jews and the Arabs?
16. What city is called the "City of the Palms?"
17. In what way is the Dead Sea different from other seas.
18. Why is it so named?
19. In what city were Abraham, Isaac, and Jacob supposed to be buried?
20. Who was Napoleon?
21. Ask your teacher to tell you in what ways Christians, Mohammedans, and Jews differ from one another.
22. In the present world war, who are fighting in the Holy Land?

HEALTH AND SAFETY SECTION

WHY YOU NEED SUNSHINE

A Health Lesson for Boys and Girls

JUANA AND MARIA were talking under a school building. They had been sent by their teacher to get a plant for their class in elementary science.

"Look, Juana. I have found a beautiful plant. It has yellow leaves," said Maria.

"But it should have green leaves," answered Juana. "It looks weak. I wonder why it is yellow."

Maria stooped down, and with her hand-trowel dug up the little yellow-leaved plant. Both girls looked at it with great interest.

"Come, Maria. Our teacher is waiting for us," said Juana.

The two girls walked toward their room. On the way they saw a number of plants. The leaves of all of them were green.

They took the plant with yellow leaves to their teacher.

"Why does this plant have yellow leaves?" they asked their teacher.

"Boys and girls," the teacher said to the class, "why does this plant have yellow leaves instead of green ones?"

But no one knew.

"I will tell you," said the teacher. "Maria, where did you find this plant?"

"Under the house," replied Maria.

"Could the sun shine upon it," the teacher asked.

"It was quite shady under the house," said Maria, "even dark sometimes."

"That is why the leaves are yellow, the teacher explained. "The leaves of plants become yellow when they do not receive enough sunlight."

"I remember that now," said Juana.

"It is the same way with boys and girls," their teacher said. "They should have plenty of sunlight and fresh air, or they will become weak and sickly just like the plant. Go out into the sunshine, boys and girls. Play games in the sunlight and the fresh air. Then you will be strong and healthy, like the plant with the green leaves."

REVIEW QUESTIONS

1. Where did Maria and Juana find the plant with the yellow leaves?
2. Why did it have yellow leaves?
3. Was it a healthy plant? Why not?
4. Is sunlight a health giver?
5. If you stay in the house all the time and never play in the sunshine and the fresh air, what will happen to you?
6. Tell in your own words just what you learned from this little story?
7. Try an experiment: Place a board on the grass; look at the grass after a week. It was green before, but what color is it now? Why?
9. What causes one to become tanned?
10. Repeat this sentence: In order to have good health, a boy or girl must have plenty of sunshine.
11. Why is indoor-baseball such a good game?
12. Hiking is a good exercise. Why?
13. Why is walking to and from school better than riding in overcrowded street-cars and buses?

SAFETY IN THE STREETS

WE ALL want to be well, healthy, and alive. Many of us become sick or die because of illness. Diseases cause a great proportion of the deaths among people.

But a big number of people also die from accidents, especially from accidents in the streets. Speeding automobiles and street-cars, and uncontrolled horses have sent many thousands of people, including school-children, to an early grave.

That's why we all want to be careful when we are out

in the streets.

While in the majority of cases accidents are traceable to reckless drivers, still many broken bones and bruised bodies could be avoided if we would only be careful when we walk in the streets. Many

children get hurt because they are careless. They play or run in the streets. They do not look or listen for coming cars when crossing a street.

Every year hundreds of men, women, and little boys and girls are run over by automobiles in the Philippines. In the United States, their number reaches up to thousands. You can imagine the misery and suffering caused by carelessness.

But there is no excuse for this. Drivers of vehicles can be taught to be more care-

ful. People, especially little boys and girls, should also be more careful when they are out in the streets.

Here are a few simple rules which children might follow:

(1) Never dart or run across the street. Running confuses car-drivers. In trying to avoid an oncoming car, you may run directly into the path of another.

(2) When there is a policeman around, ask him to help you cross the street.

(3) Always look to your right and to your left before crossing.

(4) If in doubt whether to cross before or after a vehicle, it is best to cross after it has passed—providing, of course, that there is no car immediately following it.

(5) Never use a street for a playground. Streets are meant for people and vehicles to travel on in going from one place to another. If your home has no yard in which you can play, go to your school-playground or to some public ground. Never play in the street.

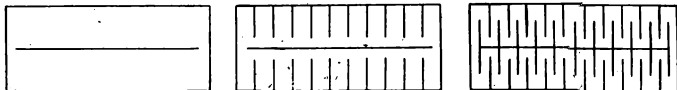
If you will only observe these few simple rules and ask others to follow them too, you will save yourselves—and your mothers and fathers, too—a lot of worry and misery.

Watch your step!



WORK AND PLAY SECTION

HOW TO PASS THROUGH A POSTCARD



IT SEEMS impossible to pass one's whole body through a plain post-card, but it is fairly simple to do this.

First, take an ordinary post-card or any piece of card or paper of the size of a post-card. Cut a slit across the middle to within $\frac{1}{4}$ inch of each side, as shown in the figure at the left.

Then, very carefully make straight cuts, about $\frac{1}{4}$ inch apart, from the top and bottom edges of the card to within $\frac{1}{4}$ inch of the slit that we have already made down the middle, as in center figure.

We next make straight cuts from the original slit in the middle of the card to

within $\frac{1}{4}$ inch of the top and bottom, taking care that these come exactly in the center of the spaces between the cuts made from the outside edges. The final result of the cutting is illustrated in the figure at the right.

If we now pull each end of the card we shall find that we have in our hands a long, endless, zigzag ribbon. Fold the corners of the zigzag ribbon carefully, and when this is done you have a huge paper hoop through which your body can easily pass. This is always an amusing trick.

A LITTLE FOUNTAIN IN A JAR



THIS picture shows how you can make a little fountain in an inverted glass jar. Any kind of glass jar will do—one in which we buy pickles or jam, for instance.

We take a small bottle about half the

size of the jar, and fill it about three-quarters full of water. Then we cork it well with a cork in which we have previously bored a hole. Through the hole we pass a glass tube long enough to reach nearly to the bottom of the bottle. About one inch of the tube should project above the cork, and we seal the cork with soap or wax, so that no air can get in. In a plate or tray we place several layers of wet blotting paper, and stand the bottle in the middle. Then we take the glass jar and, warming it well, place it, mouth downward, over the bottle. In a few minutes the air in the jar, which was warm, will get cool and so take up less room; thereupon a small jet of water will at once spurt from the tube of the little bottle.

1	3	4
8	7	2
5	9	6

ARRANGING NUMBERS

Can you rearrange the numbers so that every horizontal, vertical and diagonal line adds up to the same figure?

The names of the first ten young readers who send in their answers will be published in the work and play section of THE YOUNG CITIZEN.

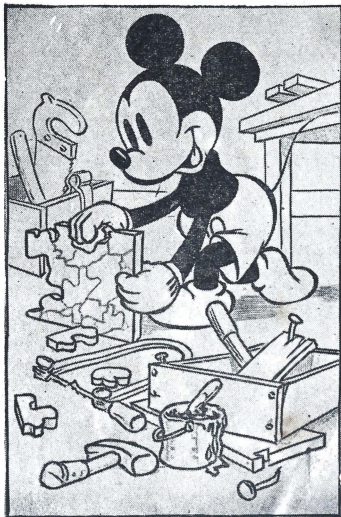
If you know some amusing tricks, send them in to this magazine, and we will try to publish as many as we can.

MAKING JIG-SAW PUZZLES

It is lots of fun making your own jig-saw puzzles.

First, you have to have a fret-saw. If you haven't one, you can buy it or borrow one from a friend. It is always a handy-tool, and you can use it for other purposes.

Then find a nice colored picture. Be sure to choose one with plenty of detail—it is harder to put together again than a simple picture. Paste your picture on a piece of thin plywood, and allow it to dry. Then, using your fret-saw, cut out pieces with as much shape in them as possible, so they will lock together. Try to keep the saw as upright as you can and do not make the edges jagged.



CAPTURING LEOPARD

(Continued from page 243)

But Lancaster had made a good shot, for the animal was really dead.

Then we examined Kambe, the head-boy. Although unconscious, he was still alive. His injuries were not dangerous, and Lancaster had two of the natives carry him back to camp.

Then we looked at the trap. Lancaster thought the animal had broken out. But the cage was as strong as it had been before. However, the trap-door was open. The native who remained soon told the story.

One of the men on watch had inspected the trap from above. Suddenly one of the branches which he had climbed gave way, and he fell headlong into the trap. In order to save him from certain death, brave Kambe pulled the rope which opened the trap door and the leopard sprang out to freedom. So quickly did the leopard spring out of the cage that Kambe, unable to escape, was knocked over and rendered unconscious. Had we not arrived on the scene at that moment, the brave fellow would have been killed.

The injuries of Kambe were only of a minor nature and he soon recovered.

After a couple of weeks Lancaster was ready to return to Nairobi. He had captured the four full-grown leopards, alive and uninjured as required.

"You need only three cages to transport your four leopards," I said. "What will you do with your fourth cage?"

"In the fourth cage," said Lancaster, "I shall hang a leopard skin."

QUESTIONS

1. Have you looked in the encyclopedia to find information about the leopard?
2. To what family of animals does the leopard belong?
3. Describe the markings of the leopard's hide.

4. Have you ever seen a leopard?

5. Which is larger, a leopard or a lion?

6. Can you tell how the leopard trap was constructed?

7. Where is Nairobi?

8. Name as many animals as you can

which have been named in this series of articles.

9. Tell something interesting about each animal named.

10. What is done with wild animals which are captured alive?

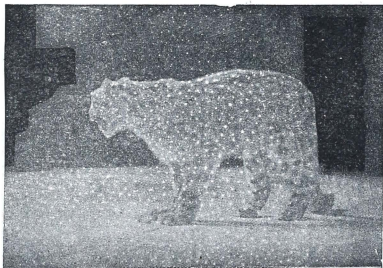
11. What is a zoo?

12. Have you heard of Manila's Botanical Gardens? Has it a zoo?

13. Have you ever been to a circus?

14. What wild animals may be seen at circus?

15. Name all the wild animals you can.



The Leopard is one of the most beautiful of felines.



THE YOUNG CITIZEN PANTRY



Baked Potatoes with Cheese

FIRST, select medium-sized potatoes, scrub them well, and dry them. Place them in a moderately hot oven and bake until soft (usually requires about 45 minutes). Turn them occasionally so that they may be baked evenly. When soft, press them between the fingers, and break the skin a little to let the steam escape. Then cut the potatoes in half lengthwise; scoop out the potato inside and mash it. Next add some hot milk, butter, salt and pepper, and beat all thoroughly. Now return this to the potato shells. Then sprinkle grated cheese and brown the potato.

Creamed Mushrooms

FIRST, wash and pick mushrooms. Then saute (fry lightly) them in a little butter. Then add white sauce and stir thoroughly.

White Sauce Recipe

2 tablespoonfuls butter
2 tablespoonfuls flour
1 cup scalded milk
1/2 teaspoon salt
Few grains of pepper

The butter is placed in the saucepan and stirred until it is melted. Then add flour, which has been mixed with the seasonings, and stir until it is thoroughly blended. Now gradually pour on the milk by adding about one-third of it at a time and stirring until well-mixed. This should be cooked until the sauce boils. If lumpy, let sauce pass through a strainer.

Young Coco Shrimp Omelet

2 eggs, stiff-beaten
1/4 cup boiled shrimps, grated
3 tablespoons lard
2 tablespoons cornstarch
1 cup grated young coconut
Salt and pepper to taste
Boil enough shrimps to fill 1/4 cup when chopped (without the shells, of course). Mix together your grated coconut, shrimps, cornstarch, salt, and pepper. Then add well-beaten eggs and pour mixture in a hot frying pan containing hot lard. Be sure you spread the mixture evenly in the pan. Cook until light

brown. Then turn over and brown the other side. Serve with tomato catsup.

Baked Apples

CORE apples, leaving a "bottom" of about 1/2 inch. Pare around top of apples. Then stick a wad of butter about 1-1/2 inches long into each apple; cover with granulated sugar. Sprinkle lightly with cinnamon. Place apples on a tin-pan containing 1/4 cupful of sugar dissolved in 1/2 cupful of water. Place in moderately hot oven for 20-30 minutes, basting after every 5 minutes. Add more water in case water in pan dries up.

Serve with either whipped or unwhipped cream on top.

Young Coconut Soup

1 cup young coco meat, cut in small squares
2 cups chicken broth
3/4 teaspoon salt
2 segment garlic
1 tablespoon shortening
Saute garlic. Add chicken broth and coco squares, seasoning with salt. Boil. Serve with hard-boiled eggs if desired.

THE FUNNY PAGE





"I made a quick snap at a frog this morning—and missed!"



"No wonder you're worn out—you forgot to let your back feet down!"

CHARACTER AND CITIZENSHIP SECTION

AMBITION

By ARTHUR MEE

WE ARE LIVING at a time when to be young is the greatest thing in the world. There is hardly a successful man living who would not give his success for the years that lie before you, boys and girls. A famous man once said he would give all he ever had to be alive in fifty years.

The world will be a fine place to live in when you grow up. What are you going to do in it? Are you going to muddle through somehow, or are you going to make yourself known and felt, and become a power for good?

Nothing can keep you back if you mean to go forward. The roads that lead to success are widening more and more. As you sit reading this, thinking perhaps of all the difficulties you have and thinking that perhaps there can never be anything but a struggling life before you, you may feel that this is all very well for others, but that somehow it is not true for you.

But do not think like that. Remember it is not the way you go that matters most, but *how far you go that way*. Remember, too, that all useful work is honorable, and that the only dishonor in it is if it is badly done.

The task before you is so to prepare in the days of your youth that you will be able later to do your work in the world well.

What must you realize? First of all, you must know that *it is very necessary to have a definite purpose*. You must have an aim in life. You must make up your mind what you want to do and how

you want to do it. Then let nothing come in your way. As the poet Emerson once wrote, hitch your wagon to a star.

You are right to be ambitious to succeed; you are right to seize every opportunity that will help you on the road to prosperity. This country is rightly proud of its prosperous citizens, and you owe it to your country to build up its material and moral greatness.

There are two classes of people in every country—those who keep its honor bright, and those who spoil its name. You may belong to either. It does not matter who you are, whether you are rich or poor.

Do you want to live a useless life? Here is the way to prepare yourself to live a worthless life:

Have a careless school life. Waste much time. Read worthless books. Live until you are 21 years old without a definite idea of what you are going to do with your life.

Do you want to succeed in life? To make your father and mother proud of you? Here is the way to prepare yourself for success.

Have a well-spent youth. Do not waste time. Have healthy amusements. Do much good reading, and have good companions. Have a definite idea of what you mean to be, and a belief that you will be what you make of yourself.

Perhaps you cannot have all the books you want. Perhaps you cannot stay in school as long as you should. But you

(Please turn to page 263.)

TO VITALIZE THE TEACHING OF SOCIAL SCIENCE

By JUAN V. BAQUIRAN

NOTE:

The type of the exercises below has twofold value. First, it provides ample exercises for review. Secondly, it is an interesting method of presenting new province, island, or region to be studied.

INSTRUCTION: From the initial letters of the answers to the following questions you can form the name of an island we are to study.

Exercise I—Presenting Samar

-1. What is the new chartered city in Laguna?
-2. What town in Rizal is noted for pilgrimage?
-3. What is the most beautiful volcano on Luzon?
-4. What is the commercial center of the Cagayan Valley?
-5. What is the principal product of the Central Plain?

Exercise II—Presenting Leyte

-1. A town noted for weaving hats in Tayabas.
-2. The business center of Isabela.
-3. The speaker of the National Assembly.
-4. The "Barren City" of the Philippines.
-5. The busiest street in Manila.

Exercise III—Presenting Bohol

-1. Where was President Quezon born?
-2. What is the naval base of Western Luzon?
-3. What is Calasiao noted for?
-4. What town is noted for oysters in Bulacan?
-5. What is the capital of Ilocos Norte?

Exercise IV—Presenting Cebu

-1. The new chartered city of Cavite.
-2. The Philippine Commissioner to the United States.
-3. The summer capital of the Philippines.
-4. Higher institution of learning.

Exercise V—Presenting Negros

-1. What lake is in Mindoro?
-2. What do you call the wide mouth of a river?
-3. For what is Paracale noted?
-4. Who is the Secretary of Finance?
-5. Who is the vice president of the Philippines?
-6. What town is noted for hot springs in Bulacan?

A CRADLE SONG

What does little birdie say
 In her nest at peep of day?
 Let me fly, says little birdie,
 Mother, let me fly away.
 Birdie, rest a little longer,
 Till the little wings are stronger.
 So she rests a little longer,
 Then she flies away.

What does little baby say
 In her bed at peep of day?
 Baby says, like little birdie,
 Let me rise and fly away.
 Baby, sleep a little longer,
 Till the little limbs are stronger,
 If she sleeps a little longer,
 Baby too shall fly away.

—Lord Tennyson.

THE INVENTION OF WRITING

By BERNABE B. PAGUIO

MAN never took a greater step in the direction of civilization and culture than when he invented the art of writing. In the childhood of the race the form of writing invented is what we call picture-writing, in which the drawings represent things or ideas. Among the Indian tribes we find many specimens of picture-writing. The idea of a house, for example, would be shown by an outline drawing of a house. The sun, the moon, a man, and many other objects were drawn to express ideas.

But picture-writing is very unsatisfactory. Who can draw a picture of all his thoughts? There are many ideas that cannot well be expressed in pictures, such as goodness, kindness, and the like. For such words, a better form of writing was needed. It came in the course of hundreds of years. Thus, word writing was invented. By this method each word is represented by a character. But such writing is very difficult, as one is obliged to learn several thousand characters. The Chinese never advanced beyond this stage and to this day the civilization of the Chinese has been greatly retarded by their antiquated form of writing.

Word writing was followed by syllable-writing, in which each symbol represents a syllable. This method reduced the number of characters to a few hundred and greatly simplified the art of writing. Finally, the phonetic or sound method of writing came into use. In this system each character represents more sounds, and the characters collectively are known as the alphabet.

Many European excavators once discovered the ruins of a Babylonian school-

house. It was a large one-story building of sundried brick with several rooms, the outer walls inclosing an inner-roofless court. In this building, perhaps for many generations, the young people sat on their rude seats and pored over their mud slates learning to write. Instead of a pencil or a pen the pupils used a straight-cut stick or reed called stylus. When pressed on soft clay this made a straight mark, wider at one end than the other, giving the appearance of a wedge. The syllable or word to be written was indicated by the different positions and combinations of the marks.

When the boys and girls arrived at school, each, on entering the door, received a ball of soft clay. This was flattened out with a flat piece of wood and it served as a slate or tablet. If his writing was not well done, the pupil could erase it by smoothing the clay. He had to learn several hundred syllables and words, and we can imagine that it required months and perhaps years to learn to write. Clay balls and written tablets were found on the floor of the above-mentioned schoolhouse.

QUESTIONS

1. Who first taught you to write?
2. Do you always spell your words correctly?
3. Do Chinese boys and girls have to know how to spell words when writing Chinese characters?
4. Where can we find specimens of picture-writing?

THE LIFE OF A PLANT

(Continued from page 248)

away from poisons.

Mosses and ferns will show preference for one substance rather than another. Place the sperm cells of moss and fern into water with a little cane sugar and malic acid, and the moss sperms will collect around the sugar and the fern sperms will collect around the acid.

We think ourselves clever at some things, but have you ever thought how clever a root is? Plant a potato too deep, and what will it do? It will correct your mistake for you. It will throw up a new shoot to the proper level and send you a potato from that.

As the leaves of trees go in search of light, so the root goes in search of water. The root of a tree has been known to travel through 30 feet of soil, under a wall, and through the walls of a well, in order to get water.

So, as every gardener knows, a plant adjusts itself to the circumstances of its life. If it is rich, it lives a life of ease; if it is poor, it struggles hard for a livelihood.

In every garden, wherever the humblest flower is grown, a thing is happening that no man in all the world can understand. "If

MOTHER'S OWN

(Continued from page 236)

help you. I've earned enough to rent my books and pay my matriculation fee, too. Here, mother, is what I earned these three weeks," said Reynaldo, handing her all his earnings.

She clasped him to her breast and kissed him with tears in her eyes. Then she counted the money. There were ₱4.25 in all.

"My own dear boy!" she murmured as she prayed gratefully to God.

Wouldn't you like to be another Reynaldo?

QUESTIONS

1. How much did Reynaldo need for matriculation?
2. How much did he need for books?
3. What did his mother do to earn money?
4. How did Reynaldo help?

I could know you, little flower," said the great poet Tennyson, "I should know what is God and man."

It is true. But we do not know the secret of this little thing. The story of a common flower is past the understanding of the mind that can weigh the earth and measure the sun, or send the human voice across the sea.

AMBITION

(Continued from page 260)

can have knowledge, the most interesting and powerful thing in the world. With knowledge, hardly anything is impossible with a boy or girl who means to get on. Nothing is so winning as knowledge and enthusiasm, hand in hand. "As you think, so you are," says the man of science. As you are in boyhood, so will your manhood be.

In nearly all cases, failure may be traced to one thing—shutting your eyes to your opportunities. You can be what you want to be, if you make up your mind that it depends upon you. Be ambitious and determined to reach your goal.

Be resolute. Have determination. Have a definite plan and stick to it.

Be in all things honorable. Be capable in what you undertake. Be afraid of nothing except evil. Be anxious for nothing but good.

So you will serve your country well. So you will honor your God. So you will travel to your destiny with peace and love for your companions with a calm that none of this world's sorrows can destroy.



Chats with the EDITOR

NOW THAT about all of you are back in school, I wonder how many of you have made resolutions to make the most out of your school-year? We all know that not all the little boys and little girls who would like to study can go to school. A great many parents are too poor to send their children to school. And sometimes there is not enough room in the schools for all the children of school-age. Therefore, in a way, you must consider yourselves lucky for being able to attend school and learn arithmetic, language, reading, geography, writing, and so forth.

Well, are you going to try to learn as much as you can from your books and from your teachers? There are hundreds and hundreds of things that boys and girls as well as grown-ups have to learn both in and out of school. But we don't have to learn them all at once; that's why there are grades in school. In one grade you study a little of writing, a little of music, a little of reading, and a little of

arithmetic. In the next grade you may study more of writing, more of music, more of reading, more of arithmetic and maybe a little of something new.

What I have been trying to tell you is this: that, while in school, you should make use of all the opportunities given you. **STUDY HARD!** And when I say study hard, this is what I mean: pay close attention to everything your teacher does or says in the classroom; don't play or talk with your classmates while he or she is conducting the class—it is not only bad manners but it also keeps you and your classmates from learning the lesson.

* * *

Another thing I would like to talk with you about is—**THE YOUNG CITIZEN.** You know, our policy has always been to make your magazine better and better every month. According to numerous letters we have been receiving, this little magazine is already one of the best of its kind in the world, and we are happy to

know that. But still we would like to make it just a little better. Just what to do to make **THE YOUNG CITIZEN** better, we do not know yet. In the meantime, however, we want you to make suggestions. What sections, for instance, would you like to see added, and what sections taken out? Do we have too many stories? Are our exercises too few? Would you like us to offer contests to our young readers?

* * *

I want to call your attention to Dr. Panlasigui's message for this month. If you haven't yet read it, do so now; and if you already have, read it again. It tells you in as few words as our little page will allow how children in far-off countries are being made to suffer by the ruthlessness and ambitions of certain men. It tells you how little boys and little girls like you are starving physically, morally, spiritually, and intellectually—that is, from lack of food, from lack of schooling, from lack of religion, from lack of parental care; in other words, from lack of almost everything that you young folks here in the Philippines have.

We are all lucky to be here and to be under the Stars and Stripes!

—THE EDITOR.

Announcement to All Our Young Readers:

Did you ever do something interesting and worth while? Have you had any experience in doing any of the following: (1) Collecting Philippine Shells, (2) Hunting Turtles, (3) Exploring a Volcano, (4) Catching Sharks, (5) Making an Aquarium, (6) Collecting Postage Stamps, (7) Visiting Famous Churches of the Philippines, (8) Making a Garden, (9) Raising Flowers, (10) Making Candies, (11) Building a Sail Boat, (12) Hunting for Wild Animals, (13) Baking Bread or Cakes, (14) Making Articles of Clothing, (15) Making Articles of Furniture, (16) Visiting the Aquarium in Manila, (17) Collecting Moths and Butterflies, (18) Collecting Interesting Botanical Specimens, (19) Raising Orchids, (20) Visiting Primitive Peoples in the Philippines, or doing many other interesting things.

WRITE ABOUT IT IN A SHORT COMPOSITION.

Send your composition to *The Young Citizen*.

Each month the Editor of *The Young Citizen* will publish as many of the best compositions as space will permit.

If your composition is accepted for publication, you will become a member of

The What-Are-You-Doing? Club.

The rules for securing membership are simple.

OBSERVE THE FOLLOWING RULES:

1. Write about something interesting which you have done, such as the above titles suggest. Do not write a story which is not true. If your story is accepted, you are a member of the Club.
2. On your composition write your name and address VERY PLAINLY.
3. State your age.
4. Tell what you liked best in recent issues of *The Young Citizen*.

Address all letters to:

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**The Uses of
THE YOUNG CITIZEN**

Approved in Acad. Bull. No. 11, series 1935

The Director of Education, in his letters of Nov. 4, 1937 and Jan. 14, 1939, indicated the following points:

1. The YOUNG CITIZEN is ideal for audience reading, group projects, and the like.
2. The YOUNG CITIZEN can be of much help in encouraging reading habits on a voluntary basis.
3. Authority is given for the placing of one or more subscriptions for every classroom (including barrio schools) of Grade II and above.
4. In addition to subscriptions for classrooms, several subscriptions may be placed for the library, and one for the Home Economics Building and one for the shop building.
5. The YOUNG CITIZEN being the only magazine ever published in the Philippines for children, the Bureau of Education has taken much interest in its development.
6. Subscriptions to magazine intended for pupils should be on full year basis.

This magazine is published 12 times a year

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