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YOUNG CITIZEN

The Magazine for Young Filipinos

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JANUARY

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
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THE YOUNG CITIZEN

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VOLUME 7

NUMBER 1

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THE MAGAZINE FOR YOUNG PEOPLE

THE MESSAGE THIS MONTH

NEW YEAR

January brings us a New Year.
It is now 1941.

On December 31 everybody was happy! We greeted each other with the usual "Happy New Year!"

Midnight of December 31! The next moment, the New Year comes! The old year has passed forever! And the air is filled with all sorts of noises. For people should be wide awake to meet the New Year.

The old, the young, the little children—all join together in the noisy welcome to the New Year.

Why do we say "a new year"?

Well, there are several reasons. But I think the most important reason is this: everybody feels that with a new year he starts a new life. He begins to have a new hope, new determination, and new courage.

We hope that the new year may bring to us many of the things that we have been wanting to have. Up to this time many of our wishes have not come, but the new year renews our hopes.

During the past year we may have failed in many things. We may not have accomplished as much as we had wanted. We plan to study harder; we want to please our parents; we intend to be always good and friendly to our friends and classmates. But we have not succeeded in many things. The new year gives us a new determination to reach success.

We need new courage to face again the future for we know not what it may bring to us. We do not know, yet we dare to go on waiting for the arrival, one by one, of the three hundred sixty-five days with whatever cargo they may bring to us.

New Year is a new life indeed. It is not the noise, nor the greetings, nor the happy feelings of people that make the new year. It is the new hope, the new determination, and the new courage that are born in everybody's heart. These are things that make the new year.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**STANDING AT THE PORTAL**

By FRANCES R. HAVERGAL



STANDING at the portal
 Of the opening year,
 Words of comfort meet us,
 Hushing ev'ry fear;
 Spoken through the silence
 By our Father's voice,
 Tender, strong, and faithful,
 Making us rejoice.

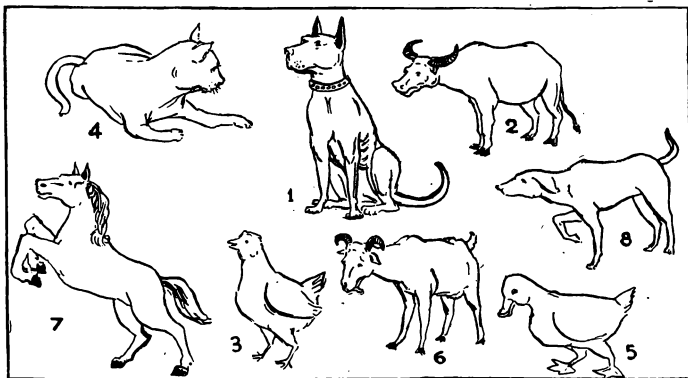
"I, the Lord, am with thee—
 Be thou not afraid;
 I will help and strengthen—
 Be thou not dismayed:
 Yea, I will uphold thee
 With my own right hand;
 Thou art called and chosen
 In my sight to stand."

For the year before us,
 Oh, what rich supplies!
 For the poor and needy
 Living streams shall rise;
 For the sad and sinful
 Shall His grace abound;
 For the faint and feeble
 Perfect strength be found.

He will never fail us,
 He will not forsake;
 His eternal covenant
 He will never break.
 Resting on His promise,
 What have we to fear?
 God is all-sufficient
 For the coming year.

FOR FIRST GRADERS**DO YOU KNOW ME?**

By CARIDAD PACHECO *



Read my story. Draw a line under my name. Write my number on the line.

I am yellow and white. I have four feet and a tail. I can bark loud. I say "Bow-wow." I love my master. What am I?

cat dog hen boy _____

I am white. I have soft fur. I have four feet and a tail. I walk very quietly. I catch mice. I have sharp claws. I say "Mew-mew."

hen dog girl cat _____

I am white. I have two feet and two wings. I walk slowly. I can swim. I like the water. I say "Quack-quack." Do you know me?

horse duck hen man _____

I am big and black. I have four feet and two horns. I can pull a cart. I like the water. I help the farmer. Do you know my name?

goat dog cat carabao _____

I am brown. I have four legs and four hoofs. I can run fast. I like to eat grass. My master rides me. What am I?

duck horse goat cat _____

I am black. I have four legs. I dig in the ground with my snout. I can squeal. I like to eat corn. Many people eat my meat.















horse carabao pig goat _____

* Teacher, Cojuangco School, Paniqui, Tarlac.

FOR FIRST GRADERS

CAN YOU CHECK THE ANSWER?

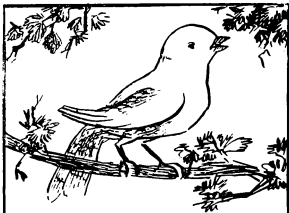
By TARCILA ESPINOSA *

WHAT DO YOU READ IN SCHOOL ?				
				
hand <input type="checkbox"/>	book <input type="checkbox"/>	chair <input type="checkbox"/>	house <input type="checkbox"/>	ant <input type="checkbox"/>
WHAT DO YOU USE WHEN RAINING ?				
				
umbrella <input type="checkbox"/>	jar <input type="checkbox"/>	pineapple <input type="checkbox"/>	frog <input type="checkbox"/>	stove <input type="checkbox"/>
WHAT PULLS THE PLOW OF THE FARMER ?				
				
butterfly <input type="checkbox"/>	rooster <input type="checkbox"/>	carabao <input type="checkbox"/>	corn <input type="checkbox"/>	drum <input type="checkbox"/>
WHAT GOOD FRUIT GROWS ON A TREE ?				
				
broom <input type="checkbox"/>	mango <input type="checkbox"/>	leaf <input type="checkbox"/>	horse <input type="checkbox"/>	flag <input type="checkbox"/>

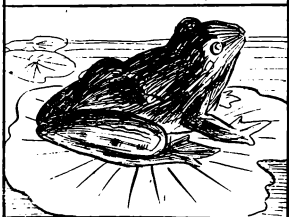
* Tarlac Training Center, Tarlac, Tarlac.

FOR SECOND GRADERS**READING AND COLORING**

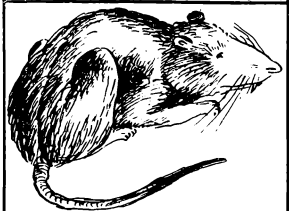
By GERVACIA GUARIN *



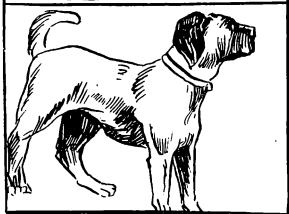
This bird is a maya.
It sings sweetly.
Have you seen a maya?
What colors were its feathers?
Color this picture.



This is a big frog.
He is green, and brown.
He lives in the water.
He makes a loud noise.
Color him green and brown.



Do you know the name of this
animal?
This is a rat.
He eats our food.
Color him brown.



Here is a picture of my dog.
He is a good dog.
I like him and he likes me.
I feed him well.
Color the picture of my dog.

* Teacher, Arayat Central School, Arayat, Pampanga.

FOR SECOND GRADERS**OUR HEALTH FRIENDS**

By GERVACIA GUARIN



This man is a doctor.
He comes to us when we
are sick.
He gives us medicine to take.
He tells us how to get well.



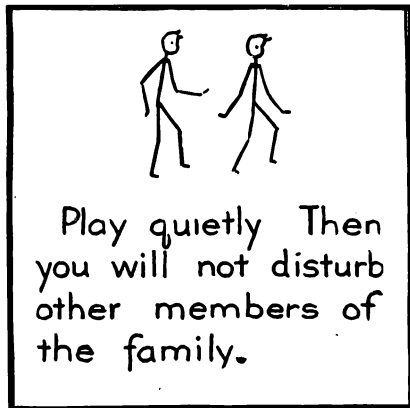
This woman is a nurse.
She stays at the hospital.
She takes care of us when
we are sick.
She helps to get us well.



This woman is a teacher.
She helps the school nurse.
She teaches us health habits.
She tries to keep our bodies
well and healthy.



This man is a dentist.
He looks at our teeth.
He cleans them.
Sometimes he fills them.
Sometimes he pulls one.

FOR THIRD GRADERS**A LESSON IN GOOD MANNERS**

classmates was with him.

Both boys played in the house. They were noisy. Big Brother could not learn his lesson. Why not?

Read the words under the picture of the two funny boys. Will you remember to do that?

If our playing in the house is noisy, we may disturb other persons who are reading or learning lessons or are sick.

Boys and girls with good manners are always very thoughtful of others. They play quietly in the house. They do not disturb others. Do you want to be that way?

BIG BROTHER was at home learning his lesson. Little Brother was at school. After a while Little Brother came home. One of his

Finding the Right Word

Find the right word and write it in the blank.

- | | |
|--|---|
| 1. I should play _____ in the house. | 3. I must have _____ manners, even when I play. |
| 2. Then I will not _____ other people. | 4. If I wish to play _____, I will play outdoors. |
| good quietly | noisily disturb |

Something to Do

Draw a square measuring three inches on each side.

Then draw the picture of the two funny boys shown above.

Under them write or print the words which you see.

Memorize those words. Say them to Mother, Daddy, Brother, and Sister.

FOR THIRD GRADERS**ANOTHER LESSON IN GOOD MANNERS**

ball and bat and glove." So they got Juan's glove, ball, and bat.

They played ball for a long time. When they stopped playing, they threw the ball and bat and glove down on the ground. Then they went away. That night it rained. The ball and glove were spoiled.

We must always be as careful of the playthings of our friends as if they were our own playthings.

This is the way boys and girls do who have good manners. They are always thoughtful.

THREE boys wanted to play ball, but they did not have any ball or bat or glove.

Carlos said, "Let us use Juan's

Do you want to be that way?"

Read and Choose

Draw a line through the word not needed.

1. Be careful careless of your friend's toys.

2. Do not forget to keep return your friend's toys.

3. Your friend likes dislikes his toys as well as you like yours.

4. You should never see injure any of your friend's playthings.

Some More Drawing

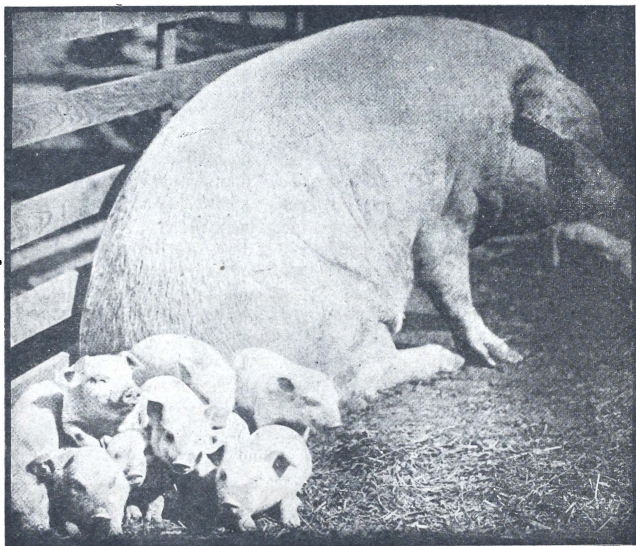
Draw another square measuring three inches on each side.

Then draw the picture shown above of the two funny boys playing ball.

Under them write or print the words which you see.

Memorize those words. Say them to all of your friends.

MOTHER PIG AND HER BABIES



WHAT a big family of babies Mother Pig has! How many can you find in the picture? They are all little squealers and grunters—they squeal when they are hungry and grunt when they are happy.

Mother Pig is really a lazy mother. After she feeds her babies, she takes very little care of them, but they can take care of themselves. At first their food is milk from their mother, but soon they can dig in the ground with their snouts and find roots for food.

Their eyes are open when they are born. They can run about in

their pen in a very short time.

Sometimes Mother Pig is careless and lies down on one of her babies. Sometimes the farmer builds a low shelf around the pen so the little pigs can crawl under it. Then the mother can not lie on them.

Many people eat young pigs and grown pigs, too, for food. They make good food for people if they are fattened on clean things. If they eat dirty things, we should not use their meat for food. The meat of pigs is called pork. Many people will not eat pork.

LITTLE STORIES FOR LITTLE PEOPLE

DANIEL'S PRESENT FOR MOTHER

ADAPTED BY PANCITA FLORES

DANIEL clutched his money tightly in his hand as he hurried down the street. Tomorrow was Mother's birthday and Daniel knew what he wanted to buy for Mother—the most beautiful red scarf he had ever seen. How very happy she would be when he gave it to her! Daniel had been helping Daddy every day for a long, long time so that he could earn enough money. He looked at the two bright fifty-centavo pieces in his hand.

"A whole peso I've earned," thought Daniel proudly. "That's just enough to buy that pretty red scarf."

Daniel was walking along to the store so fast that he almost bumped into Dolores, the little girl who lived next door. She was standing in the middle of the sidewalk crying.

"Oh, dear!" thought Daniel. "I wonder what's the matter. Maybe I can help her, but I must not stop too long because I have to buy Mother's present."

The little girl was crying so hard that she didn't even notice Daniel.

"Hello, Loling," said Daniel. "Why are you crying?"

"I—I—lost my m-money," she sobbed, as she rubbed her eyes hard, "and n-now I can't buy my m-mother a birthday present."

"Is tomorrow *your* mother's birthday, too?" asked Daniel.

"Yes, and I was going to buy her a present, but I lost my money," and the little girl began to cry again.

"Oh, dear me!" thought Daniel sadly. "Now, what can I do about this?"

He knew how bad *he* would feel if he had lost the money he had earned,

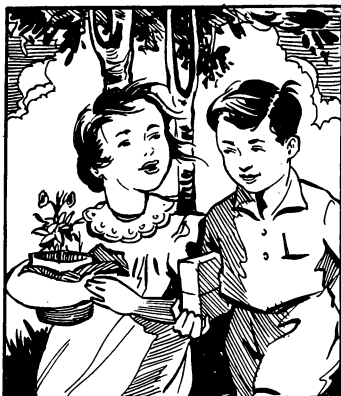
and couldn't buy anything for *his* mother's birthday.

"Where did you lose your money?" asked Daniel. "We may find it."

But Dolores shook her head sadly. "I don't know where I lost it," she said. "I had thirty centavos—a twenty-centavo piece and two five-centavo pieces. I put them in my pocket and kept my hand right there so they wouldn't fall out. But look!" She turned her pocket inside out so that Daniel could see the hole down in the corner of it.

"My m-m-money's—all gone, and n-now I c-can't buy a present," and once more she began to cry.

"Please don't cry," begged Daniel. "Let's walk back and see whether we can find it." But no matter where they



How happy and proud they were!

looked or how hard they looked, they couldn't find even one piece of the money.

"I guess it's no use, Daniel," said Dolores sadly. "I'll just have to tell Mother why I didn't give her anything. Thank you for trying to help me anyway." Then she started slowly down the street.

Daniel watched her as she trudged along. He felt very sorry because he couldn't help her. He looked at the two fifty-centavo pieces still clutched tightly in his hand.

"No," thought Daniel, "I couldn't give her any of my money. Why, I wouldn't have enough left to buy that pretty red scarf for Mother."

Then he remembered how Mother had always told him never to be selfish. He knew that she wouldn't be happy to have a beautiful present if Dolores' mother didn't have any present at all.

"Wait a minute, wait a minute," cried Daniel, running down the street after Dolores as fast as his legs would carry him. "I have a splendid idea. Look!" And Daniel held out his two fifty-centavo pieces. "I'm going to buy something for my mother, because tomorrow is her birthday, too, but there's enough money here for both of us."

"Oh, no," said Dolores. "Then you wouldn't be able to buy what you want to."

"I don't care," answered Daniel bravely. "There are lots of nice presents that don't cost so much. Come on."

The two children hurried down the street until they came to the big store. Daniel tried not to look at the red scarf in the window. He remembered the sign, ₱1.00, which had been there when he had looked at it before.

"Oh, Daniel," said Dolores, happily, pointing to a lovely plant with red blossoms growing in a pot. "I know Mother would just love that. Do you suppose that a plant like that would cost too much?"

"That plant is twenty-five centavos," said the smiling clerk who had been watching the children. "Would you like it?"

"Yes," said Daniel. "We'd like to buy it." He tried not to feel too sad as he gave the clerk one of his fifty-centavo pieces.

The clerk wrapped up the plant in shiny green paper, and gave Daniel his change. Dolores hugged her beautiful gift tightly in her arms. Daniel was glad when he saw how happy she was over her purchase.

"And now, what can I do for *you*?" asked the clerk, smiling at Daniel.

"I wanted to get a scarf. But I have only seventy-five centavos left," answered Daniel. "Have you any scarfs for seventy-five centavos?"

"Oh, yes," answered the clerk. "We have all kinds of beautiful scarfs. Here's a pretty blue one."

Daniel looked at it sadly. It wasn't nearly so pretty as the red one in the window.

"And here's a green one," said the clerk, holding up another scarf.

"Have—have—you any red ones?" asked Daniel timidly.

"There's a very nice red one in the window. Would you like that?"

"Oh, that's the most beautiful scarf of all," said Daniel. "That's the one I was going to buy. But it costs a peso," he added, sadly.

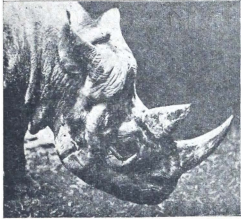
"Not any more it doesn't," the clerk
(Please turn to page 34.)

READING TIME FOR YOUNG FOLKS

AMONG THE WILD ANIMALS OF EAST AFRICA

*True Experiences Related by a Young Traveler**

I. CHARGED BY A RHINOCEROS



*Head of the African rhinoceros.
This species has two horns.*

IT WAS
just past
noon
when we
stood on
the porch
of the lit-
tle rest-
house in
Kamande,
Belgian
Congo
in Africa,
and

on-coming car. Some of these antelopes weighed as much as five or six hundred pounds, and it would have been tragic both for an antelope and our little Ford if we had had a collision.

As we looked over the plains, we could see many giraffes in the far distance eating from the tree tops. They seemed very shy and always kept a long ways off. It was not until we came into the wide, open plains that we saw zebras. They, too, are shy animals. A zebra looks much like a donkey; he looks just like a jack-ass with a striped coat. They usually feed in the open country in order to have plenty of room to make a getaway whenever they are stalked by a leopard or a lion. It is a well-known fact that the zebra in Africa is the main diet of both the lion and the leopard.

said goodbye to our old friend and guide. Then, getting into our little Ford sedan, we headed for the northern road towards Uganda in central East Africa.

Uganda is about one hundred miles from Kamande. For the first fifty miles our little car behaved wonderfully well. There were tall trees on both sides of the road, and it was cool and pleasant driving through their shade.

We passed many antelopes, waterbucks, and gazelles, but as soon as they heard the sound of our motor, they would start to run. We had to be quite careful not to run into any of them. Many times when they were frightened they did not look where they were going, but would run directly into the path of our

Once I had to stop our auto very quickly. Before us was a group of about fifteen baboons scattered over the road. But when I sounded my horn they became frightened and ran. They made a great chattering noise. Sometimes they looked around at us and showed their big white teeth. We could not go very fast in our Ford, for those baboons were continually blocking our road, but by constantly sounding the horn, we were able to get through.

The high trees soon disappeared behind us, and the endless plain lay before us with some hills in the far distance. The tropical sun burned everything exposed, and the heat and the dust were very annoying.

Soon we experienced a hardship of African travel. Just as we were reach-

* The author of this article, a young man now living in Manila, has written a number of true stories especially for THE YOUNG CITIZEN. In these articles he tells of his experiences among the big wild animals of East Africa. One of these stories will appear in each number for some months to come.—THE EDITOR.



Map showing a part of Belgian Congo and Uganda in Africa

ing the foothills of the mountains and I was thinking how delightful the cool shade would be, one of our front tires blew out with a terrific bang. I was glad when we got that tire changed, for the mid-afternoon sun was unbearable.

We got back into the car and started on our way. Soon the main road ended, and the rest of the way could not be called a road. It was just a dried-up riverbed filled with rocks and stones which had been washed down from the mountain-side. We played criss-cross in avoiding the rocks, and hop-scotch in jumping over the bumps.

Finally we encountered a large rock which we could not get over. Our little Ford struck against it with considerable force. I heard something snap. Upon investigation, I found we had broken our front spring. This meant that we had to go still slower, or we would have to remain in this leopard and lion infested country all night.

We started slowly down the hill, carefully choosing our way. My eyes were fixed upon the road, while my friend was watching the scenery. Suddenly my companion grabbed my arm and said, "What is that ahead of us?"

I stopped the Ford and looked. There, about one hundred yards ahead of us, were two great African rhinoceroses. That sight brought terror to my heart, for a rhino is a two-ton killer with a terrible disposition. He will charge anything that crosses his path. I knew that if those rhinos would hear us or get our scent, they would charge at once. Now I wished I had my high-power rifle, but that was back in Nai-

robi. All I had was a small pistol, and that would have no more effect on the tough hide of a rhinoceros than an air rifle.

Our Ford sedan would afford little protection against the rhinos, and then there was that broken spring. While we sat there in the Ford, our eyes were fixed on every movement of the rhinos. Soon we saw them put their noses to the ground. Then they started off on a dog-trot. This could mean one of two things: either they had gotten the scent of an enemy, or they were contentedly going on their own way. We hoped that it was the latter.

Now was our opportunity to get by. We drove along slowly, and when we were a little distance away, suddenly the rhinos turned and started on a run. We looked ahead and there on the side of the road under the shade of a tree was a large red truck. The rhinos headed directly for it. Both of them plunged their heads against the side of the truck with terrific force, and knocked it over on one side.

Just then we saw two natives jump out of the truck on the other side, and run for their lives through the high

grass. The two natives had been asleep in the truck and had not seen the charging animals.

We sat breathless in our Ford sedan and watched those furious beasts while they pounded away at that truck. They would back away a few feet and then come crashing down with all their weight tearing, crushing, and pounding all parts of the truck.

The metal hood of the engine was thrown high into the air. One of the rhinos plunged his head through the windshield and tore the whole cab away. One of them attacked the steel disk wheel and ripped the tire off. He got the tire fastened around his neck and that made him more furious than ever. He turned around and pawed the ground until finally he tore the tire in two and got it off his head. This attack by the rhinos lasted for nearly an hour. When they finally stopped there was nothing left of that truck but a mass of crumpled steel and splinters.

The two rhinos seemed quite satisfied with the job they had done and started off into the bushes. We waited a few minutes, and then decided we had better hurry on. We certainly hoped that the rhinos would not reappear.

We drove slowly by the truck in order to get a closer view of the damage that

those two huge beasts had done. The scene was very fascinating and the rhinos had disappeared in the bushes, so we decided to stop our car and look to see, if possible, what had happened to the two natives.

While we were standing there, we heard a breaking of branches and a snorting sound. We quickly looked toward the bushes and there we saw those rhinos both headed in our direction with their eyes fixed on us.

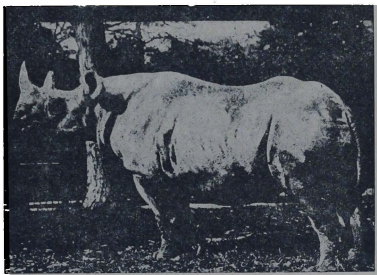
We made a leap for our car. As we did so, both rhinos started on the charge. I turned the key, and stepped on the starter. I expected every second to feel the crash of the great weight of the beasts against our little Ford.

I stepped on the gas and the car leaped forward with a speed that had never been shown before. We stirred up a great cloud of dust as we started off. This cloud of dust may have saved our lives. Whether or not it was the dust or the smoke from the exhaust which frightened the animals, I do not know. We were so scared we did not dare to look around. All that we knew was that we had escaped the charging rhinos. To this day we believe it must have been a miracle.

QUESTIONS

1. Where is Belgian Congo? Uganda?

(Please turn to page 34.)



The African rhinoceros weighs two tons and has an ugly temper.

THE MAGIC SPELL

By SERMANITA MANGILAYA *



MANY YEARS ago there was a chieftain who had a handsome son named Ukay. The young man was gentle and kind, and spent many hours each day wandering in the meadows and forest, making friends with the birds and the wild animals. As he grew older he became friendly with the animals, and even learned to talk with some of them.

In the forest where Ukay liked to roam there lived a wicked witch. She amused herself by sticking thorns into the monkeys' hands and feet, by putting red ants into birds' nests to destroy the young birds, and by sending flies to torture the panting deer.

Now, strange as it may seem, when this witch saw Ukay growing taller and handsomer each day she fell in love with him and wished to marry him. She made herself young and beautiful in order to win his love, but the young man

knew it was the witch of the forest. He remembered her cruelty to the animals and would have nothing to do with her.

"If you care more for monkeys than you do for me," she said, "go to them and be a monkey like them, and all your people with you." Saying these words, she cast a magic spell over the whole village, turning the houses into trees and all the people into monkeys. To Ukay she said, "You thought more of kindness to animals than you did of me. Never shall you regain your own human shape until some human being does you a deed of kindness."

Many years passed and in time another village grew up close to the forest that had once been the realm of Ukay's father. A church was built, and then the wicked witch was obliged to leave, for magic cannot exist near the holy cross.

Poor Ukay, now a monkey in form, longed to be a man again, but whenever he went near the villagers they stoned him and drove him away. One day as he sat in a tree, he saw a lovely young girl come out of the church and walk toward his tree. She sat down in its shade and burst into tears.

Up to that moment Ukay had been hoping for human kindness toward himself. Now, as he saw this poor girl crying, the tears came to his own eyes. He clambered down to her and put his monkey head on her shoulder. In his sympathy for her sorrow he quite forgot that he was no longer a man—only a monkey.

The girl jumped in horror as the monkey touched her. Then, as she lost

(Please turn to page 36.)

* Ibijay Elementary School, Ibijay, Capiz.

AN EXCITING GAME

By RAMON YULO *

OUR PROVINCE is divided into five athletic units. Once each year we have a provincial athletic meet which is held in one of the important towns of the province, usually during the town fiesta. Each athletic unit is represented in this meet by the champion teams in various athletic games and events. There is always great rivalry among the various teams of the different units to see which will get to play at the annual provincial meet.

We're in the third athletic unit of our province which comprises four different towns. There is stiff competition among the teams of these towns,

for each team wishes to become a champion team of our unit.

To decide upon the champion teams we have a unit meet. Several years ago the baseball championship had narrowed down to two teams—ours and that of a neighboring town. The championship game was to be played in the afternoon of the second day of the meet.

Before it was time for the championship game to start, of course I was with our boys. I could see that they were not at ease. They knew that their opponents were just as good players as they were—perhaps better—and so the game would be hard fought.

At one-thirty in the afternoon the game began. It was a five-inning game. From the very beginning each player was determined to do his best. There was

intense interest among the friends of the two teams.

At the end of the fourth inning the score stood 3 to 8 in our favor. Our players and all the rooters for our team felt



"You're out!" shouted the umpire.

joyful.

The fifth inning began. Then a strange thing happened. Whether it was due to over-confidence or nervousness, I do not know, but suddenly our pitcher seemed to lose control of his throws. Everybody noticed it.

Things began to look bad for us. Through "balls" our opponents scored three "homes" with nobody out and the bases full. That made the score 6 to 8. The score was still in our favor, but we

* Baseball Coach, La Carlota Elementary School, La Carlota, Occidental Negros.

began to be scared. If our opponents would make three more home runs, the score would be 9 to 8 and our team would be the losers.

Our pitcher continued to throw wild. The batters of our opposing team just stood at the batter's box waiting for "balls," while their companions were wildly cheering. Our players and rooters became terrified. If we lost, it meant that we had no representation in the baseball games at the provincial athletic meet.

I looked at our pitcher. "Don't give up, son," I shouted. "We haven't lost the game yet." I saw him grit his teeth. Then he paused a moment and looked around, calmly and deliberately. I hoped he was getting hold of himself. Sure enough, he was.

Immediately I saw that once more our pitcher had got control of his throws. Good throws came—one after the other in rapid succession. A batter of our opponent's team was struck out. The second "out" came when a ball, hit by the batter, was caught by the pitcher. Two men were out and the bases were full. Our confidence was restored. If we could just get one more of their men "out," it meant the end for our opponents.

The interest was tremendous. There was a breathless stillness. Our pitcher waited a few seconds; then—up went his arm and he sent the ball flying. A good throw! The man at the bat bunted the ball which went right to the pitcher. The ball was swifter than the runner to the first base. "You're out!" shouted the umpire. We had won!

Then pandemonium turned loose. Our players and rooters were wild with joy. They swarmed out to the field, and for half an hour they shouted for joy,

and danced and sang. Our opponents were good losers and congratulated our boys. And, good sports that they were, when our team played at the provincial meet, these former opponents were there, cheering and yelling for our team. They had the true athletic spirit.

QUESTIONS TO BE ANSWERED

1. Did you ever play baseball? Indoor baseball?
2. Do you know all the rules of the game?
3. Have you ever gone to an athletic meet?
4. Did a team from your school play? Did your team win? Or lose?
5. Are you interested in athletic sports? Do you take part in them?
6. What is the true athletic spirit? Do you have it?
7. Do you like to "play fair"? What is meant by that?
8. Why are athletic sports important?
9. Is it possible to play athletic games in the wrong way? How?
10. Make a list of all the athletic sports you can think of. Draw one line under the name of those you like best. Two lines under those you play. A red line under those in which you are an outstanding player.
11. Can you make a list of benefits which players in athletic games receive?
12. Do you know of any unsatisfactory results? If so, make a list of them.
13. Is it desirable to have keen competition among teams?
14. Why should teams "play fair"?
15. What is the most exciting baseball game which you ever saw? Can you tell about it? Or write about it?

THE TWIN STARS

By LUZ B. CABANOS *



LONG AGO there lived a peasant and his wife at a beautiful spot near the edge of a forest at the foot of a mountain. A pretty little brook near their cottage splashed over the stones, and birds sang in the branches of trees nearby. The man and his wife were a happy couple, because their humble home was made gay and cheerful by twin sisters who were the only children of the peasant and his wife.

The little twin girls were lovely children. They were often called "Little Stars" because they had eyes that sparkled like stars. They were as good, too, as they were pretty. All the people who went to the peasant's cottage loved the little "twin stars."

The family lived happily and contentedly. Every day the father went to cut wood in the forest, while his wife took care of the home and prepared the

food. The little "twin stars" helped their mother as much as they could. They fetched water from the spring, and gathered fuel from the edge of the forest.

Everything went well until the children were seven years old. One morning, just as usual, the peasant went to cut wood, but at sunset he did not return. So the anxious wife and children went out to look for him. To their horror they found his lifeless body where a tree had fallen on him.

The mother and her little "twin stars" had a hard time after that. They picked up the broken dead limbs of the trees of the forest and sold them in the village in order to get money for their daily needs.

A year passed. One morning the children were ill. Panic stricken, the mother passed her hand over the forehead of each. Both had a raging fever. For two days and two nights the mother kept watch over her precious "little stars," but the third day both children were worse and soon the life in each little body was snapped out.

After that the poor mother was very lonely. Every night she cried and prayed. "Dear Lord," she would say, "my little 'twin stars' are gone. I want to see them again."

One night she dreamed that an angel said to her, "Be comforted. Your prayer will be answered." She opened her eyes, and looked through the window. There in the sky shone two "twin stars." "There they are! My little 'twin stars'!" exclaimed the mother.

* San Nicolas Elementary School, San Nicolas, Ilocos Norte.

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MUSIC APPRECIATION SECTION

GREAT COMPOSERS OF MUSIC

SECOND SERIES

By BERT PAUL OSBON *

I. PALESTRINA



PALESTRINA
Born in 1524; died in 1596

"GOD'S in His Heaven; all's right with the world" is what young Giovanni Pierluigi might have sung one day in 1536 as he passed by the church of Santa Maria Maggiore

in Rome, where he had gone from his home town of Palestrina in Italy for a day of sight-seeing. So clearly and so joyously did he sing that a priest in the church who heard him invited him to become a choir-boy. Young Giovanni promptly accepted the invitation. All the rest of his curiously quiet and uneventful life was passed in writing music for the church and training choirs to sing it.

The composer usually called Palestrina was born in the small town of that name not far from Rome in 1524 or 1525 or 1526—we do not know the exact date. When he was a boy he spent four years in Rome, where he studied music and sang as a choir-boy. Then he returned

to his native town of Palestrina, and became an organist. He was married when he was twenty-one years old.

About 1550 he went to Rome as teacher of the boy-singers in the Vatican. He was wholly dependent for his livelihood upon the favor of the ruling pope. His first book of masses was dedicated to Pope Julius who was a very kindly patron. His glorious *Mass of Marcellus*, one of his finest, was dedicated to the successor of Pope Julius.

Palestrina lost his position in Rome because married choir-masters were displeasing to the pope. So at the height of his powers he was obliged to retire to poverty, illness, the wife he had married, and their two children. In a few months, however, another church sought him out.

At that time church music was in a bad way. The songs of the streets had invaded its purity and vulgarized the church service. Some of the composers took their music for masses from popular songs, even those with vulgar or ridiculous words. They even tolerated the singing of these phrases to their original words, while the mass proceeded with the Latin words.

It is not surprising, therefore, that in the middle of the century there arose a sharp debate about the whole method of church music. A committee, the Council of Trent, was in session for twenty years trying, among other things, to determine what should be done about the musical situation in the church.

Finally the council voted against the

* Formerly Supervisor of Public School Music, Mount Lebanon, Pittsburgh, Pennsylvania, U.S.A.

use of music which was "lascivious or impure" and the matter was left to church officials with a general warning.

There were some who thought of excluding music from the service. The Emperor Ferdinand I stated that in his judgment "figured" music should not be excluded, "since it often arouses the feeling of piety."

It was now proclaimed that the masses of Palestrina, being the only ones which had the ideal of pure music, should be used as models. His *Mass of Marcellus* was chosen as a model mass, and thus Palestrina is sometimes called "the saviour of church music," although this estimate is somewhat exaggerated. But from that time there was a marked improvement in the music regularly used in the church.

Of all the musicians who lived in those days, he whose music is most beautiful for its simplicity and sincerity was Palestrina. The music of Palestrina will give you an idea of how greatly the cathedral age encouraged the growth of music. Listen to Palestrina's *Gloria Patri* (in Latin) and his *Hodie Christus Natus Est*.

No wonder the townspeople of Palestrina gave him a great demonstration when he was fifty, as they marched through the streets of Rome, Palestrina at their head, singing in chorus the music he had written.

That music was perfect of its kind. He took the *cantus firmus*, or simple theme,

and wrote two or three harmonizing parts to be sung with it. This laid the foundation for later polyphonic or many-voiced writing. Without a Palestrina there might have been no Bach, no Beethoven.

Palestrina, whose half-century of musical activity was almost wholly spent in Rome, wrote the finest music of his time. In the field of church music it could not be surpassed. When properly performed, Palestrina's works stand among the noblest triumphs of religious art.

In character Palestrina was devout, pious, frugal, and industrious. We can guess his industry from the amount of compositions which he did. As to his piety, all his music is one eloquent demonstration of it.

In dedicating a book of compositions, Palestrina wrote: "Music exerts a great influence on the minds of mankind, and is intended not only to cheer these, but also to guide and control them."

When, in 1594, Palestrina died, almost his last words, whispered to his son, directed the publication of his latest musical compositions "to the glory of the most high God, and the worship of His holy temple." The title *Princeps Musicae*, which was placed on his tomb in Rome, marks him as the first prince of a royal line of composers of music for the church.



Choir Boys of Palestrina's Time

REVIEW

1. Name eleven great composers which

were discussed in the 1940 volume of *THE YOUNG CITIZEN*. (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Wagner, and Brahms.)

2. Which two of those named were born first? (Bach and Handel, both born in 1685.)

3. When was Palestrina born?

4. Why is he called "Palestrina"?

5. What was his first name and what

does it mean?

(Giovanni in Italian means John in English and Juan in Spanish.)

6. What did he do as a boy?

7. What position did he have in his home town?

8. Where did he go next and what did he do?

9. Why did he lose this position?

10. Tell about the church music of that time.

11. What music became models of church music?

12. What is Palestrina sometimes called? Why?

13. What can you say of Palestrina's music?

14. Tell of the character of Palestrina.

15. What does this sentence mean:

Without a Palestrina there might have been no Bach, no Beethoven.

16. Do you think Palestrina had any influence upon the mass which can be heard today in any Catholic church?

17. Can you give the name of any music which Palestrina wrote?

18. Have you ever heard any of his music?

19. Why should good musicians know about Palestrina?

20. Read this biography of Palestrina again. Then answer all the questions. If you cannot do so, study the biography.

21. When did Palestrina die?

22. Read a biography of Palestrina in the encyclopedia.

Then write

as much as you can from memory regarding Palestrina.

23. If you can get a history of music, read about the music which Palestrina composed.

24. What is a Gregorian chant?

25. If you are friendly with any priest, ask him to tell you about the Gregorian chant and about Palestrina's music.

26. Name three of the compositions of Palestrina.



Palestrina, Master of the Mass

ELEMENTARY SCIENCE SECTION**THE WORLD'S MOST IMPORTANT PLANT FAMILY**

Grass is the most important plant family in the world. An important Philippine member of the grass family is the bamboo.

THERE is a fable of a magic carpet that carries one to wealth and the world's wonders. Grasses—the most important and useful family of the whole vegetable kingdom—might be called such a magic carpet for the earth's surface. Wild and cultivated, the grass family is the greatest contributor to the needs of human and animal life, and therefore grass is the world's most important plant family.

Four very important members of the grass family are grown in the Philippines. They are bamboo, rice, sugarcane, and corn. Another important grass, not grown in the Philippines, is wheat from which is made the wheat flour that supplies our bread.

Grasses are the most widely distributed

of all the plant families. The giants of the family are the bamboos such as we have in the Philippines. Small and middle-sized grasses grow in greatest luxuriance in the temperate zones, although grasses not over two inches high cling close to the cold ground right up to the borders of the field of ice and snow in the frigid zones.

There are more than 4,000 species of grasses in this large and very important family. Grasses grow, or can be made to grow, on all kinds of soil and in all sorts of conditions. They thrive on the banks of streams, along the seashore, in the low, wet marshlands, on the sunny meadows, or in the shade of woodlands.

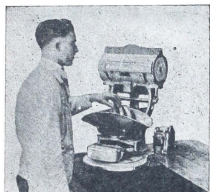
The grasses can boast of their long ancestry, for they belong to one of the oldest families of the vegetable kingdom. As far back as history can go, grasses were growing in abundance.

One of the most important things grasses do is to bind down the soil until plants of larger and slower growth can establish themselves, and even then the grasses protect the roots of trees and other plants. They are among the first of plants to cover waste or barren ground and to reclaim a neglected roadway or field. They are well-fitted for making their own way in the world. They are rapid growers. Bamboo shoots sometimes grow two or three feet in 24 hours.

The colossal treelike grass called bamboo has well been styled "one of the most wonderful and most beautiful productions of the tropics, and one of Nature's most valuable gifts to man." It is a gift,

(Please turn to page 36.)

HOW WE CAME TO HAVE ARITHMETIC



Doing sums by machinery. Computing scales are found in many stores.

WHEN men first learned to count, arithmetic was invented, for arithmetic is the knowledge of numbers and their use. It enters into our daily

lives in telling time, in spending money, and in all forms of measuring. It is used to keep score in games. It is used in cooking, sewing, gardening, and other occupations of the home. It is necessary to the farmer, to the man who works at a trade, to the merchant, and to men and women in the professions.

When men first became farmers and herdsmen, they had to count their flocks, the yield of crops, and the like. Among the methods for doing this, the one most employed was based on the use of the fingers. That is, a man would count up to 10, and then make a mark, or another man would hold up one finger.

Greek and Roman arithmetic could not go beyond the simplest reckoning. The Romans used a very cumbersome system of writing numbers, as in the Roman figure for 18 which is XVIII; the figure for 1933 is MCMXXXIII. The Romans and Greeks did not like to consider "nothing" as a number, so would not use 0.

When the idea of Arabic numbers, such as 1, 3, 9, and the use of 0 to indicate "place value" (as in distinguishing 13

from 1030) came to Europe, the idea was so startling that the very word for 0 acquired a new meaning. The Arabs called it *sifr* meaning "empty." This is called "cipher" in English.

A knowledge of arithmetic of a simple kind goes back thousands of years. It was known among the ancient Chinese, the Babylonians, the Egyptians, and the Greeks long before the Christian era. But arithmetic, as we know it, is only a few hundred years old. The Arabic notation, in its present form, did not come into general use in Europe until the 16th century.

The first book of arithmetic to be printed was written in Latin, and appeared in Italy in 1478, a few years after printing was invented and shortly before Columbus discovered America. Other early arithmetics were published in 1484 and 1496. The early books contained, along with material which has been discarded, most of the modern methods of arithmetic. The modern world owes to their authors a great debt of gratitude.

Arithmetic is so rigid and accurate that we now have machines which can add, subtract, multiply, and divide. These are frequently seen in offices, markets, and grocery stores.

REVIEW QUESTIONS

1. Does everyone use arithmetic? Why do you think so?
2. What can you say of the Roman method of writing numbers?
3. Can you write some Roman numbers?
4. Who introduced the use of zero (0)
(Please turn to page 37.)

HISTORY SECTION**THE STONE AGE**

A ROUGH STONE picked up at the river's edge was the first weapon and the first tool used by man. Scientists tell us that this happened about 300,000 years ago. Whenever it was, we may imagine a man

climbing down from his tree home, and finding a nut too hard even for his strong teeth. He picks up a stone and crushes the nut. Perhaps it is not fit to eat. But he forgets that in the joy of having invented the first hammer.

Then man began gathering stones, round ones to throw at birds and small animals, and heavy ones to crack oysters and nuts. Perhaps he cut himself with a sharp stone and so discovered the first knife or hatchet.

Some thousands of years later, the descendants of those early tree dwellers became dissatisfied with the shape of their stone tools and weapons. One of them succeeded in chipping a piece of flint

into a more useful shape. He was the first great inventor. With him began what scientists call the Old Stone Age or the Paleolithic Age.

The discovery that flint would flake off, leaving sharp edges, must be ranked as one of the great discoveries of that early world. It enabled man by means of his improved weapons to wage a successful battle against wild beasts, and to obtain food by hunting large game. Thus he developed the energy and confidence which enabled him to make further steps forward in civilization.

For perhaps 150,000 years the rough chipping of flint for spears, hatchets, knives, and arrows continued. The workmanship became finer, and new tools were invented for scraping flesh from skins and for drilling and cutting bone and horn. Soon these last materials began to be used for weapons, along with

stone. Rude fish-hooks were made and arrows with barbed points. This was the age of the Cave Men.

Later still came the New Stone Age or Neolithic Age, when men learned to grind and polish the rough edges of their flint tools and weapons, so that a knife would cut more easily, and a spear be driven into an animal more surely.

Last came the discovery of metals, chiefly copper and tin, which ended the Stone Age altogether and ushered in the Age of Bronze.

It is largely through the study of such old flint weapons found in all parts of the world that scientists are able to trace the story of early man. But in many parts of the world the use of stone implements continued into modern times. The American Indians were using stone pointed arrows when America was discovered by Columbus in 1492.

Among the relics which are believed to date back to the Stone Age are the monuments of huge rough stone found in great numbers in many parts of the world. They consist usually of large single stones set on end in the midst of a plain, or of groups of such stones arranged in circles or squares, or of stones set side by side with a third stone bridging the top.

Often these monuments show signs of having been rudely hewn by prehistoric architects, and occasionally drawings and carvings of mysterious symbols appear upon them. Many of them are believed to mark the burial places of noted chiefs, while the circle-stones may have been the meeting places of the skin-clad clans.

England and France are particularly rich in these relics, the most famous of which is the stone combination called Stonehenge, on Salisbury Plain in England. Important examples of this earliest form of the builder's art are to be found in India, Northern Africa, South America, and some of the islands of the Pacific Ocean.

Frequently these monuments stand far removed from any stone deposits. How such huge blocks of stone were transported and set up by primitive man will probably always remain a mystery.

On this page is shown a picture of a bowl made when our remote ancestors



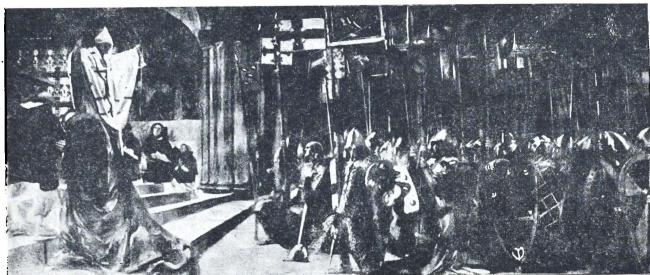
A Relic of the Stone Age

had just learned to make pottery. The hands that so cunningly shaped this bowl, with its graceful curves and herring-bone decorations, withered into dust untold centuries ago, for this bowl, dredged up from the Thames river in England, dates from the far-off Neolithic Age.

On page 25 are shown pictures of implements which were made when men had already taken several great strides along the rocky path of civilization. The flint knives and arrow heads shown in 1, 2, and 4 are great improvements over earlier implements, for they have been chipped by pressure. Flint, the stone from which many of these implements were made, is so brittle that bits of it will snap off when a hard piece of bone is firmly pressed against it. This process, one of the triumphs of the New Stone Age, produces a far keener cutting edge than the older method of chipping flint by blows with another stone. The

(Please turn to page 37.)

KING ARTHUR OF ENGLAND



King Arthur and his Knights of the Round Table

KING ARTHUR was a prince of the ancient Britons of England who had all the ideal virtues of knighthood. Of all names in history there is none which is better known than the name of King Arthur. An account of his fame and deeds has been handed down through century after century.

Doubtless many of the things told about him are legendary. Nevertheless the story of Arthur is supposed to have some foundation in fact. The real Arthur seems to have lived in the 6th century.

He established a famous organization known as the Knights of the Round Table, and was surrounded by a splendid court. For some years he reigned in peace, but later he had to fight in battles. He gained fame as a leader of his people in the days when the Romans, after ruling the island of Britain with the capital at London for three centuries, abandoned the land to the rising power of the barbarians. According to tradition it was

King Arthur who held up the attack, and won a great victory probably in the south. (See the map on page 28.) But he was finally defeated.

The conquered Britons, who fled to the mountains of Wales and to Brittany in France, began to tell wonderful tales of Arthur's valor and goodness. Later, the knights and poets of chivalry, because Arthur had been a Christian fighting against heathen, fancied him a knight like themselves, and so there appeared many stories around his name.

Some of these stories tell of King Arthur as a cultured hero, and a slayer of monsters and giants. His riches and generosity were the admiration of all. When you read English history and literature you will find some of the tales of King Arthur and his Knights of the Round Table.

One of these stories tells how King Arthur won his crown. According to this legend, Arthur was the goodliest youth in all Britain. Handsome, brave,

true-hearted, and gentle-mannered, he had grown up in the old gray castle of a knight whom he thought was his father.

One day Arthur started to ride to London, because the archbishop had commanded the nobles to meet in the great church in London and choose a new ruler, as the king had died a long time previous.

On the way Arthur stopped at the churchyard and drew forth a splendid sword that he saw fixed upright in an iron anvil in the midst of a great stone. When he presented this word to the nobles and told where he had found it, he was hailed as the son of the king who had died.

It seems that when Arthur was a child he had been hidden from his enemies who would have killed him. The boy grew to manhood, not knowing that he was the son of the king.

A magician, according to the story, had so fixed the royal sword in an anvil that only the king's son could draw it forth.

The greatest nobles and knights in the land had been unable to move the word when it was in the anvil, due to the magic spell, but when Arthur touched the golden jeweled hit, the blade came free.

So Arthur was crowned king.

ANSWER THESE QUESTIONS

1. Where did King Arthur live? When?
2. Why has King Arthur become famous?
3. Why did people think King Arthur was a knight?
4. What were the knights of King Arthur called?
5. Tell the story of Arthur's crowning.
6. How is King Arthur characterized

in the stories told about him?

7. Do we find references to King Arthur in English literature and history?

8. What is the capital city of England?

9. Was King Arthur ever in London?

10. What is now occurring in London?

11. Have any places of great historical interest been destroyed?

12. What great

nation of ancient times once ruled the island of Britain?

13. Why did they abandon the land?

14. What is King Arthur said to have done?

15. Can you tell about the knights of King Arthur's time?

16. What virtues did they possess?

17. Does anything pertaining to knight-hood remain in England?

18. What caused knighthood to disappear?



WORK AND PLAY SECTION

THROWING SHADOWS ON THE WALL

A GREAT DEAL of amusement may be obtained by throwing shadows upon the wall with no other aid than that of the hands.

It is necessary to have a good light from a lamp or an electric light, and a white or light-colored surface upon which the shadows may be thrown. That is all that is needed in the way of equipment.

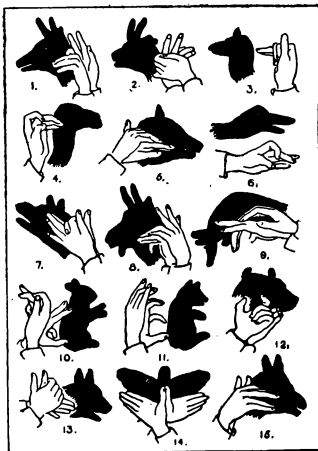
Practice is required, but very little is essential in the way of directions. The performer must, of course, have his hands between the light and the surface upon which the shadows are to be thrown.

In the picture on this page are shown fifteen shadows of animals that any clever boy or girl can make with a little practice. Imitate closely the position of the hands as shown in each picture until you can get the shadow clearly and correctly.

Go over all the different forms again and again, and after a little while you will remember the position of the hands without having to refer to the picture. This is absolutely necessary in order to make your performance a success.

Having succeeded in learning to make

these various forms, you must next learn to give action to the shadows by moving the fingers or thumbs, so that the animals appear to be eating, or moving their ears or legs. Much fun, for example, can be caused by the movements of the bear shadow.



SHADOWS MADE BY THE HANDS ON THE WALL

1. Deer 2. Goat 3. Hound 4. Camel 5. Pig
6. Goose 7. Wolf 8. Old Ram 9. Elephant
10. Rabbit 11. Bear 12. Ox 13. Dog 14. Butter-
fly 15. Donkey

It also greatly adds to the effect if you can imitate the sounds made by the different animals and birds—barking, quacking, grunting, and so on, as the case may be.

The shadows which are illustrated are merely a few of hundreds that may be produced by different combinations of the hands and fingers. Additional forms can be invented as one becomes more skillful in making shadows.

Of course, the brighter the light, the blacker will be the shadow. The outline will be clearer or less defined as the hands are moved nearer to the light or to the wall.

If desired, a special screen may be used on which to give entertainments. This may be of any size. Nail four strips of wood together to form an oblong; then cover this with cheap, white cloth. In using a screen, the performer should let

(Please turn to page 34.)

GEOGRAPHICAL FACTS ABOUT THE PHILIPPINES

COMPILED BY JOSE A. PANDY *

1. The Philippine Archipelago is a group of 7,090 islands.

2. It is composed of 49 provinces, excluding Romblon. (Manila is considered as a province.)

3. The area of the Philippines is 115,600 square miles, or 299,204.14 square kilometers, or 29,940,414 hectares.

4. In the Philippines there are 922 municipalities, 247 municipal districts, and 18,025 barrios.

5. The latest census (1939) shows that the population of the Philippines is 16,000,303 inhabitants.

6. The eleven chartered cities of the Philippines are: Manila, Baguio, Cebu, Iloilo, Davao, Zamboanga, Bacolod, Quezon City, Tagaytay, San Pablo, and Cavite.

7. The ports of entry of the Philippines are: Manila, Cebu, Iloilo, Zamboanga, Davao, Aparri, Legaspi, Jose Pañganiban, Pulupandan, and Jolo.

8. Manila is the capital of the Philippines.

9. Baguio, which has a semi-temperate climate, is the summer capital.

10. Zamboanga is the largest city in the world, not in population but in area; that is, it covers more ground than any other city in the world.

11. Cotabato is the largest province in the Philippines.

12. Mayon volcano, in the province of Albay, is said to have a cone the nearest perfect in shape of any volcano in the world.

13. Mount Apo, in Davao, is the highest mountain peak in the Philippines.

14. The five most densely populated provinces, in order, are: Cebu, Leyte, Negros Occidental, Pangasinan, and Iloilo.

15. The smallest fish in the world is to be found in Lake Buhi in the province of Camarines Sur.

16. Pagsanjan Falls, in Laguna, is the most beautiful waterfall in the Philippines.

17. The only Christian country in the Orient is the Philippines.

18. The Philippine Deep, near Mindanao, has the greatest known ocean depth.

19. Baguio is considered the cleanest city in the Philippines.

20. Two animals are found in the Philippines which, it is claimed, are found in no other part of the world; they are the tamarao and the mouse deer.

21. According to area the five largest islands in the Philippines in their order are: Luzon, Mindanao, Samar, Negros, and Palawan.

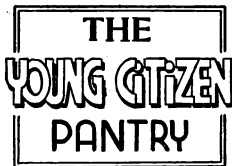
22. The United States, the mother country, is about 9,000 miles from the Philippines.

23. Pier No. 7, on the waterfront at Manila, is the finest pier in the Orient, and is said to be the longest in the world.

24. There are two United States naval stations in the Philippines; they are located respectively at Cavite in the province of Cavite, and at Olongapo in Zambales.

25. The town of Baler, in the province of Tayabas, is the birthplace of the present Philippine president, Manuel L. Quezon.

* Lucban Elementary School, Lucban, Tayabas.



BREAD MAKING

BREAD is one of the most important articles of food, and history tells of its use thousands of years before the Christian era. Many processes have been used in making and baking, and as a result, from the first flat cake has come the perfect loaf.

Bread is made from flour of wheat, or other cereals, by addition of water, salt, and a ferment (usually yeast in some form). Wheat flour is best adapted for bread making.

Wheat Bread

Needed ingredients: one tablespoon of lard, one tablespoon of butter, 2 teaspoons of salt, one and three-fourths cups of boiling water, one-fourth cup of condensed milk, one yeast cake, one-fourth cup lukewarm water, 6 cups of sifted flour.

Put the lard, butter, and salt in a mixing bowl; pour on the boiling water and the condensed milk, and, when lukewarm, add the yeast

cake, broken in pieces and dissolved in lukewarm water, and five cups of flour.

Stir until thoroughly mixed, add the remaining flour, toss on a slightly floured board, and knead until the mixture is smooth. Return to the bowl and cover.

Let the dough rise at a temperature of 65 degrees Fahrenheit until the mixture has doubled in bulk, the time required being about three hours.

Cut the dough down, toss on a slightly floured board, shape into loaves, and put into buttered pans. Cover and let it rise again. Then bake it in a hot oven for fifty-five minutes.

Biscuits

Needed ingredients: 2 cups of flour, 5 teaspoons of baking powder, one teaspoon of salt, 2 tablespoons of lard, one cup of condensed milk diluted.

Mix the dry ingredients and sift twice. Work in the lard with the tips of the

fingers; add the liquid gradually mixing with a knife to a soft dough. Toss on a floured board, pat and roll lightly to one-half inch in thickness. Cut out with a small biscuit cutter. Place on a buttered pan, and bake in a hot oven twelve to fifteen minutes.

Pan-Cakes

Needed ingredients: 3 cups of flour, one and one-half tablespoons of baking powder, one teaspoon of salt, one-fourth cup of sugar, 2 cups of condensed milk diluted, one egg, 2 tablespoons of melted butter.

Mix and sift the dry ingredients. Beat thoroughly and add the butter. Drop by spoonfuls on a hot griddle; cook on one side. When puffed, full of bubbles, and cooked on the edges, turn, and cook on the other side. Serve with butter and syrup.

(Please turn to page 39.)

CHARACTER AND CITIZENSHIP SECTION

THREE SHORT PLAYLETS

By ALFREDO VARGAS

I. BE KIND

CHARACTERS: Rosita, Jaime, Claro, and a Group of Boys—all fourth grade pupils.

SCENE: A school playground. At one side is a group of fourth grade boys quietly talking. At the other side Jaime and Claro are sitting on a bench and are also quietly talking.

ROSITA (*She enters crying near Jaime and Claro.*): Oh! Oh! What will I do?

JAIME: Why are you crying Rosita? Are you hurt?

ROSITA: Oh, no! I have lost the ten centavos mother gave me to pay for the meat which I will buy after school. Mother is sick, and needs some broth. (*Crying*) Oh! Oh! What will I do?

CLARO: Don't cry, Rosita. We will look for your money. Perhaps we can find it.

ROSITA: I have looked and looked for it, and cannot find it.

JAIME: It is too bad that you cannot find your money.

CLARO: Wait! I have an idea. (*He whispers something into Jaime's ear.*)
(*Please turn to page 39.*)

* * *

II. BE HELPFUL

CHARACTERS: Mrs. Magana (a housewife); Oscar and Rogelio (two school boys).

SCENE: In front of Mrs. Magana's house. Mrs. Magana notices the two boys as they come walking in front of her house.

MRS. MAGANA: Good afternoon, boys. Were you dismissed from school early this afternoon?

III. BE HONEST

CHARACTERS: MR. TECLA (manager of a cafeteria); Filemon and Jose (two school boys).

SCENE: In a cafeteria. Mr. Tecla is standing beside a counter as Filemon and Jose enter.

MR. TECLA (*as the boys enter*): Peanuts, boys, peanuts! I have large, fresh-roasted peanuts. Don't you want some?

FILEMON: Dear me, Mr. Tecla! I don't have any money today. But Jose here has some money. He will buy some peanuts for us both.

JOSE: Please give us four centavos' worth of your peanuts, Mr. Tecla. Here is the money for them. (*Gives Mr. Tecla a five-centavo piece.*)

MR. TECLA: Get your peanuts there on the table. Two small bags of peanuts. Here is your change, Jose. (*The boys get the peanuts and begin to eat them. Jose takes the money from Mr. Tecla who then goes to another customer and takes no further notice of Jose and Filemon. The boys start toward the door.*)

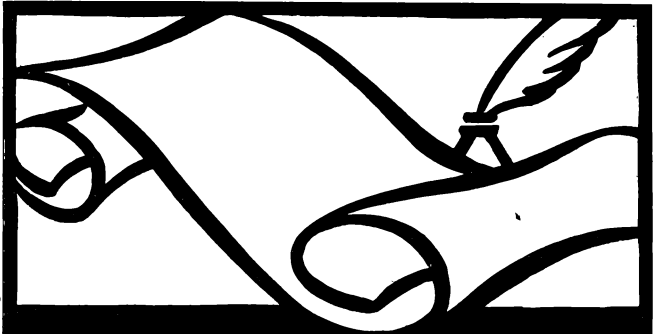
JOSE (*aside so Mr. Tecla will not hear him*): Filemon, look! Mr. Tecla gave
(*Please turn to page 37.*)

OSCAR: Yes, Mrs. Magana. Half an hour early.

ROGELIO: Your son Jaime was absent from school today. Why did he not attend? Where is he?

MRS. MAGANA: I am sorry to say that Jaime is ill. He had fever last night. Please tell his teacher that he cannot go to school for several days.

(*Please turn to page 36.*)



**MAKE AND
KEEP
RESOLUTIONS**



DANIEL'S PRESENT

(Continued from page 12)

laughed. "We marked it down to seventy-five cents this morning. Would you like to buy it?"

"Oh, yes, yes!" cried Daniel excitedly. "That's the one I want."

How happy and proud the two children were as they hurried along home, Dolores holding her plant tightly in her arms, and Daniel with his package tucked carefully under his arm.

The next day when Daniel gave Mother her present, he told about Dolores and how she had lost her money.

"I was so afraid I would not be able to get what I wanted for you, Mother," said Daniel.

Mother put on the beautiful red scarf. How pretty it looked!

"It's just lovely, Daniel," said Mother happily. "It is the prettiest scarf I ever saw. But even if you had not been able to buy me this one you would still have given me a very wonderful gift. For the nicest present of all is knowing that my son is so unselfish that he has helped make someone else's mother happy, too."

ANSWER THESE

1. Why did Daniel wish

THROWING SHADOWS

(Continued from page 29)

the audience look upon one side of it, while he stands on the other side with the light that is to cast the shadows beyond. The audience would see the shadows through the screen.

One may achieve local fame by becoming the community artist in making wall shadows.

to buy a present for his mother?

2. How did he get the money to pay for his mother's present?

3. What happened to Dolores' money?

4. Why did Daniel not want to give Dolores some of his money?

5. Where did the two children go?

6. What did Dolores wish to buy for her mother?

7. Was Daniel polite to Dolores? Why do you think so?

8. Why was Daniel able to buy the red scarf for his mother?

9. What did you learn from this story?

10. Did you like this story? Why?

11. Which pleased Daniel's mother most—the red scarf or the boy's unselfish act?

CHARGED BY A RHINO

(Continued from page 15)

2. Name some wild animals found in this region.

3. Tell something about each of these wild animals. (See the encyclopedia.)

4. Have you seen any of the animals named? Or pictures of them? What animals?

5. Tell how the rhinoceroses destroyed the truck.

6. Tell of the second charge of the rhinos.

7. How did the two persons escape?

8. Did you enjoy reading this true story?

9. Did you learn anything from it? If so, tell what you learned.

10. Do you think you will be interested in reading all these stories as they appear?

11. Perhaps your geography class at your school would be interested in forming *An East African Travel Club*. Then as these articles appear in *THE YOUNG CITIZEN*, you could locate on a map the places mentioned. You could read about them in an encyclopedia. You could also find out more things about the different animals named in these stories. Talk to your teacher about this plan.



Our School Radio

By ALBERTA PULLINS

OUR CLASS made a radio out of a medium-sized cardboard packing box, painted with mahogany paint. The bottom of the box was cut out, and it was then slipped down over a pedestal. Two strips of wood were fitted inside, and the three dials were securely screwed on.

The large center dial was a piece of cardboard covered with white drawing paper. This dial was divided into as many parts as there were pupils, each pupil's initials being lettered on the outside edge. These were the station call letters.

Two small dials were made. One was marked "Off" and "On," and the other was marked "Loud," "Medium," and "Soft." Spools were used to turn the dials.

The uses of our radio were many. We used it chiefly for social studies, reading, and English. For example, it was used with

(Please turn to page 39.)

Surprise Stories

By CAMY DUNING

THE PUPILS in our grade look forward to each Friday morning when we have "surprise" stories read by members of the class. These stories are prepared at home or at school. No pupil is allowed to read unless he has prepared his story well enough to read fluently and pronounce all the words correctly.

These stories bring in many different kinds of reading material. We read jokes and current events from *Graphic*, news articles from *The Manila Bulletin*, and many very interesting stories and articles from *THE YOUNG CITIZEN*.

Sometimes some of us will each read a paragraph from any story previously studied in our class, and other pupils will guess the title of the story. The pupil who guesses correctly may read next.

This method of reading creates interest in our class in oral reading, and helps us to become good readers.

Raising Flowers

By PRIMITIVA PIÑERO

LAST YEAR I decided to have a garden in which I could raise flowers. So I began to prepare it.

First I fenced a plot of ground for my flower garden in order that the pigs, goats, carabaos, and chickens could not damage the plants after they were growing. Of course I used bamboo strips.

When the fence was done I prepared the ground. I spaded it, broke all the clods, and raked it smooth.

Then I planted the seeds of cosmos, and along the fence *cadena-de-amor*. I also set out some cuttings from shrubs such as hibiscus (*gumamela*) and *sam-paguita*.

After a while the seeds which I had planted began to grow and tiny plants peeped from the ground. The cuttings, which had taken root, began to put forth new leaves. I always cultivated my plants and watered them both in the

(Please turn to page 39.)

MAGIC SPELL

(Continued from page 16)

her fear, she looked at Ukay more closely. She saw how cruelly the stones thrown by the villagers had bruised his poor body. Her lips trembled as she said, "Poor monkey! They have hurt your body as they have hurt my feelings. Come, let me take you home and I will bathe your bruises." To show her kind feeling, she patted him on the head. At that moment Ukay gave a great leap of joy, for a human being had at last been kind to him. The girl was astounded to see a handsome young man dressed in rich clothes. She could not understand until Ukay told her about the magic spell. Besides, all the inhabitants of the former village were released from the magic spell and they all became people again.

The next morning Ukay was made chieftain, and soon after, the maiden, who fell in love with him, became his wife. "And they lived happily ever after."

SOME QUESTIONS

1. Who was Ukay?
2. What kind of young man was he?
3. What did he like to do?
4. Who fell in love with him?

PLANT FAMILY

(Continued from page 23)

too, with which Nature has been most generous, for more than 200 species of bamboo are found in Asia, South America, and Africa. A single root may grow as many as a hundred polished joined stems rising 30, 50, or even 120 feet in the air. Some species are three feet around.

Of course, we who live in the Philippines are accustomed to many of the innumerable uses of bamboo. Living in the Philippines would be difficult indeed, without the many things made from bamboo.

Most of us have eaten the tender shoots of bamboo, but not so many of us have eaten the seeds of those species of bamboo whose fruit is a grain, like barley and rye, and which is also eaten. The Chinese have a proverb that the bamboo seed is more plentiful when the rice crop fails. Some species have a fruit, not unlike an apple, that is baked and used as food.

From the interior por-

5. Why did he not like her?
6. What was the magic spell of the witch?
7. What did Ukay see many years later?

tions of certain kinds of bamboo a fine variety of paper is made. The outer skin of some bamboo is so hard that native knives and swords have been made from it with a sharp and durable cutting edge.

Let us remember this: that the bamboo is only one member of the 4,000 species belonging to the grass family. Then perhaps we can realize that the grass family—to which the important rice, corn, sugarcane, and wheat also belong—is the world's most important plant family.

BE HELPFUL

(Continued from page 32)

ROGELIO: Yes, Mrs. Magana, we will.

OSCAR: We are sorry Jaime is sick. He cannot assist you now in the work around the house. Can I be of any help to you, Mrs. Magana?

ROGELIO: I'll carry water for you, Mrs. Magana.

OSCAR: I will get firewood for you, and feed the pigs.

MRS. MAGANA: Thank you, boys. You are very kind. I will tell Jaime how kind you are. You are very helpful, boys, and I will appreciate your assistance until Jaime is well.

CURTAIN

BE HONEST

(Continued from page 32)

me 16 centavos for change. He thought I gave him a twenty-centavo piece, but it was only a five-centavo piece. Now we have enough money for some ice-cream cones.

FILEMON: Oh, no! It would not be honest to keep that money. It would be cheating. I think it would not be right to cheat Mr. Tecla.

JOSE: But I am not cheating him. He gave me the money.

FILEMON: Mr. Tecla is old and cannot see very well. He thought the five-centavo piece was a twenty-centavo piece. If we keep the money, I think our teacher would not like it if she knew. Let us return the money.

JOSE: I think you are right, Filemon. Mother would not like it either if she knew about it. Let us return the money. (*The boys, money in hand, go to Mr. Tecla.*)

FILEMON: Mr. Tecla, you gave us too much change. Jose gave you a five-centavo piece which you thought was a twenty-centavo piece. So you gave him 16 centavos in change instead of only one centavo. We are returning the money.

STONE AGE

(Continued from page 26)

polished stone axes and hammers (3), and the bone needles and harpoons (5) give further evidence of the progress of this period.

REVIEW QUESTIONS

1. What was the first tool used by man?
2. How was the first hammer invented?
3. How long ago?
4. Tell how the Paleolithic Age began.
5. What was one of the great discoveries of the Paleolithic Age?
6. What influence and use did it have?
7. How long did this age continue?
8. Tell how the Neolithic Age began.
9. What age followed?
10. Tell of the stone monuments.

11. In what places are there stone monuments?
12. How do you think these stones were taken to their places?

MR. TECLA: Thank you, boys. You are honest. An honest boy will become an honest man.

CURTAIN

TWIN STARS

(Continued from page 19)

Ever since then they have shone in the sky. If you get a chart, you will find them listed—Gemini, the twin stars.

QUESTIONS

1. Why were the children called "the little twin stars"?
2. Where did they live?
3. What was the work of their father? Mother?
4. What accident caused the father's death?
5. What happened to the little girls?
6. Was it true or did the mother imagine that the girls became "twin stars"?
7. Did you like this story? Why?
8. Have you ever heard of Gemini? (See the dictionary or the encyclopedia.)
9. What science teaches about the stars? (Astronomy.)

ARITHMETIC

(Continued on page 24)

- into Europe?
5. When did our present system of arithmetic come into use in Europe?
 6. Can you tell about the first arithmetic books?
 7. Can you tell about calculating machines? Have you seen one? Where?

THE FUNNY PAGE



BE KIND

(Continued from page 32)

JAIME: Don't cry any more, Rosita. You go and wait under that big tree. (Points off stage.) Claro and I will be back soon. (Rosita leaves. Jaime and Claro go to the group of boys on the other side of the playground.)

CLARO: Boys, Rosita lost her ten centavos with which she was going to buy meat to make broth for her sick mother. She looked and looked for it, but could not find it. Can we help her? Here are two centavos. (Shows the coins.) Let us each give something and make up the ten centavos for Rosita. (Each boy begins to search in his pockets.)

FIRST BOY: Here is my only centavo. I am willing to give it. (Gives a centavo to Claro.)

SECOND BOY: I wanted to buy a pomelo with these two centavos, but you may have them for Rosita. (Gives two centavos to Claro.)

CLARO: Thanks, boys. We have five centavos.

THIRD BOY: I have two centavos. Here they are. (Gives two centavos to Claro.)

CLARO: That makes seven.

FOURTH BOY: I'll give one centavo. (Gives a centavo

to Claro.)

CLARO: Thank you, boys. That makes ten centavos in all. Now let us give the money to our classmate, Rosita. (Calls) Rosita! Rosita! Come here. (Rosita enters.)

JAIME (to Rosita): We are sorry you lost your money, Rosita. We boys have ten centavos. We are giving this to you so you can buy the meat for your mother's broth.

CLARO: Don't cry any more, Rosita. (Holds up the coins.) See! Now you can buy the meat needed for your sick mother. (Gives Rosita the ten centavos.)

ROSITA: Thank you, boys. I can never thank you enough.

JAIME: Never mind, Rosita. We are your classmates and your friends. We are trying to be kind.
CURTAIN

OUR SCHOOL RADIO

(Continued from page 35)

a world map in a social-studies lesson. The pupil turned on the radio and tuned in the station which had his own initials. He announced the station, pointed on the map to the place from which the broadcast was coming, and gave his report.

RAISING FLOWERS

(Continued from page 35)

morning and the evening. In the course of time my plants began to bloom. I had white, pink, yellow, and red cosmos. There were two kinds of *cadena-de-amor*; some had pink flowers, some had white. They beautified the bamboo fence.

Because I cultivated and watered my hibiscus, the bright red flowers were quite large, and the leaves were glossy green and sturdy looking. My *sampaguita*, too, had unusually beautiful flowers.

Anyone in the Philippines can have a lovely flower garden.

BREAD MAKING

(Continued from page 31)

Waffles

Needed ingredients: One and three-fourths cups of flour, 3 teaspoons of baking powder, one-half teaspoon of salt, one cup of condensed milk diluted, the yolks of 2 eggs, the whites of 2 eggs, one tablespoon of melted butter.

Mix and sift the dry ingredients. Add the milk gradually, the yolks of the eggs well beaten, the butter, and the whites of the eggs beaten stiff. Cook on a greased hot waffle-iron. Serve with syrup.



Chats with the EDITOR

JANUARY, 1941, and Volume 7, Number 1 of THE YOUNG CITIZEN. It's time to start them both. Yes, a new year is beginning, and, too, in this month occurs the seventh birthday of THE YOUNG CITIZEN.

A seven-year-old has become a strong, sturdy, healthy youngster. That is just what THE YOUNG CITIZEN has become—a strong, sturdy, healthy young citizen. And it is our subscribers and readers and contributing writers that have made it so. Are you one, or two, or all of these? Well, if you are, you are a part of the immense YOUNG CITIZEN family which extends from one end of the Philippines to the other.

How did you like the December, 1940, issue of THE YOUNG CITIZEN? I think the article about José Rizal together with the one about Rizal's wife are worth the price of a year's subscription. I am sure we shall receive numerous letters of commendation about the December, 1940, number of THE YOUNG CITIZEN.

And that reminds me of a letter which I received some time ago from one of the British *evacuee* mothers sent from Hongkong to the Philippines and now in Australia.

Baguio, Mountain Province, P. I.—Recently, when many of us British *evacuees* were sent from Hongkong to remain a few weeks in the Philippines, some of us

mothers found difficulty in keeping our children busy. Then a number of copies of your magazine "for young Filipinos," THE YOUNG CITIZEN, were handed out. The children greatly enjoyed reading the interesting stories and educational articles. In fact, I think they liked everything in every magazine. I am sure that they found the magazines just as interesting to "young Britishers" as they are, no doubt, to "young Filipinos."

A number of us mothers have decided that as soon as we *evacuees* are settled again in Hongkong—and we pray that it will be before long—we shall subscribe for your magazine, THE YOUNG CITIZEN, for our children, even though it is a "magazine for young Filipinos." —Mrs. Wilson.

The Editor quite agrees with the writer of this letter that this magazine is just as good for young Britishers, or young Americans, or youngsters of any other English-speaking nationality as it is for young Filipinos, although the magazine is intended, primarily, for young Filipinos, the boys and girls of grades one, two, three, four, five, six, and seven of the Philippine public schools.

I am sure that our more advanced young readers will read with keen delight the true story, *Charged by a Rhinoceros*, in this, the January, 1941, issue of THE YOUNG CITIZEN. You will find

it on page 13.

This is the first of the series *Among the Wild Animals of East Africa*. The one for next month will be just as thrilling. How would you like to see a gigantic snake (a python) suddenly loosen itself from a large tree and hang downward in the path just ahead of you, ready to strangle you, or a deer, or a bull or any other unfortunate unsuspecting animal which came within its tremendous crushing power? The author of this intensely interesting series of true stories encountered an immense python in just such a situation. Well, this young man escaped from the giant snake, but the bull didn't. Read about it in the February issue.

We are also beginning in this January number a new series of biographies of great music composers. This should prove even more worthwhile to those interested in music than the series of ten biographies of great music composers published in the 1940 volume, because this series will discuss composers not so well known.

We invite the attention of our readers to the first of this series which appears in this issue, a short biography of Palestrina. Every person, young or old, who ever attends a mass in the Philippines or elsewhere, should know about Palestrina, "the saviour of church music." You will find this article on page 20.

I wish I had space to write about the many other good things to be published in the 1941 volume of THE YOUNG CITIZEN. But if you have been a reader of this magazine in the past, you know that there will be many splendid stories and articles published in the forthcoming issues. Goodbye.

—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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