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THE MAGAZINE FOR YOUNG PEOPLE

JULY, 1939

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# Announcement to All Writers:

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## 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:

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#### 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.

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The Young Citizen  
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P. O. Box 685, Manila, Philippines

# THE YOUNG CITIZEN

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VOLUME 5

NUMBER 7

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*Dr. I. Panlasigui*

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THE MAGAZINE FOR YOUNG PEOPLE



## THE MESSAGE THIS MONTH

### "THEY SHOULD LET ME ALONE"

Children do not like to be controlled.

They want to do whatever they wish to do. Some parents allow their children to do as they please. They say, "Let them alone."

Of course, children like to be "let alone."

When I was a boy I liked very much to swim. Every day I liked to go to the river with my friends. We used to swim and have a good time.

We liked to stay in the water as long as we wished. But we could not. My mother used to send for me to come from my swimming. Upon my arrival at home she would give me a whipping. She did not want me to go swimming. She wanted me to stay at home.

I used to like to do many things besides swimming. I liked to go fishing, hunting birds' nests, gathering fruits, playing and running around.

But my parents did not "let me alone." They wanted me to do the things *they* liked to have me do. "Do this," they said, "or you'll be whipped. Don't do *that*, but do *this*." But "that" was what I wanted to do, and I did not want to do "this." So, many times I said to myself, "Why don't they let me alone?"

I am sure many a child today asks the same question and wishes to be "let alone." "They should let me alone."

When I was a child I did not understand. Now, I know my mother did not "let me alone" because then I did not know how to be "let alone." I did not know how to take care of myself.

Children who wish to be "let alone" should first learn how to take care of themselves. Our parents are happy to give us freedom to do as we please as soon as we know how to be free.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**THE MANGO TREE**

By ANGEL V. CAMPOY \*



CLOSE by our house is a mango  
tree:

A pleasant sight it is to see;  
It spreads its branches low and  
green—

A lovelier tree I ne'er have seen.

In summer time it casts a shade:  
A happy place for play is made;  
'Tis cool and fresh and pleasant  
there,

A spot which bird and beast may  
share.

I like to swing within its shade—  
How oft beneath its boughs I've  
played!

---

\* Head Teacher, Maslog Primary School, Sibulan, Oriental Negros.

I like to hear the bird's sweet  
song,  
And green leaves' rustling all day  
long.

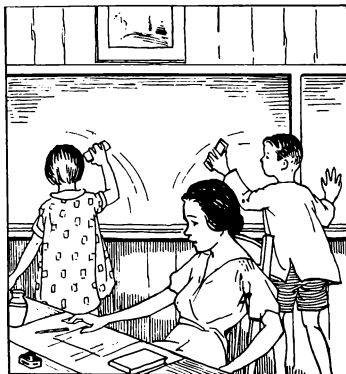
Within its branches birds find  
room  
To build their nests 'mid fragrant  
bloom;  
Soon luscious yellow fruits we  
see:  
A gift to all is the mango tree.

I love all trees for shade they  
give—  
They make a pleasant place to  
live;

I love the most the mango tree,  
Because of fruits it gives to me.

FOR FIRST GRADERS**ROSA AND PEDRO**

By QUIRICO A. CRUZ \*



*They help their teacher clean the blackboard.*

Rosa is in the first grade.  
She is learning to read.  
She is learning to write.  
She is learning to sing.

Rosa has a brother.  
His name is Pedro.  
He is in the first grade, too.  
Pedro likes his school.  
Rosa and Pedro go to school  
together.

Their teacher is Miss Rubio.  
They love their teacher.  
They help their teacher  
keep the room clean.

**FINDING THE RIGHT ANSWERS**

What is Rosa learning in school? Draw a line under each correct answer.

1. Rosa is learning to read.
2. Rosa is learning to sleep.
3. Rosa is learning to write.
4. Rosa is learning to cook.
5. Rosa is learning to help  
her teacher.
6. Rosa is learning to sing.
7. Rosa is learning to swim.
8. Rosa is learning to count.
9. Rosa is learning to make  
bread.
10. Rosa is learning to be  
a good girl.

\* Assistant Principal, Gregorio del Pilar Elementary School, Manila.

**FOR FIRST GRADERS**

**WHICH IS THE WORD? .**

By MAXIMO M. MUNOZ \*

Draw a line from the picture to its name.



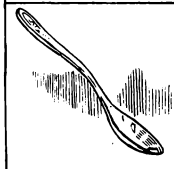
flower  
egg  
cup



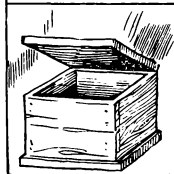
dress  
shoe  
hat



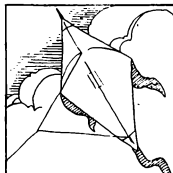
banana  
eggplant  
squash



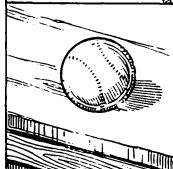
knife  
spider  
spoon



boat  
box  
bat



kite  
kitten  
carabao



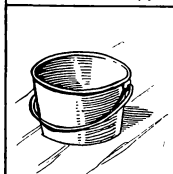
boy  
bat  
ball



book  
table  
leaf

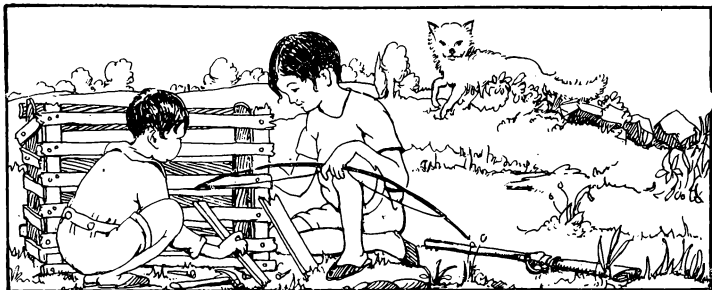


pig  
frog  
fan



pail  
horse  
pencil

\* Principal, Malinao Elementary School, Malinao, Albay.

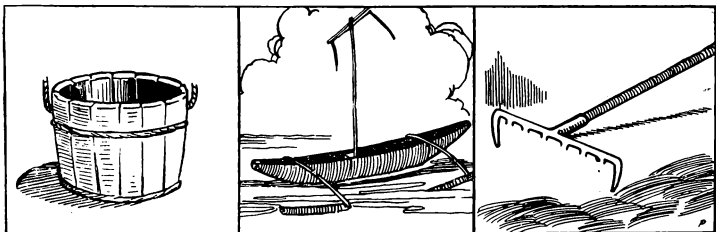
FOR SECOND GRADERS**A-HUNTING WE WILL GO\***

O! A-hunting we will go,  
 A-hunting we will go;  
 We'll catch a fox  
 And put him in a box,  
 And then we'll let him go.

\* See pages 234 and 235.

**DRAW THE MISSING PART**

Here we see a picture of a bucket, a picture of a boat, and a picture of a rake. In each picture something is missing. Can you draw the missing part?



bucket

boat

rake



FOR SECOND GRADERS**MY DOG**

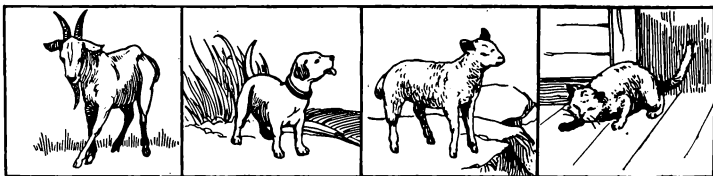
I have a dog all shaggy,  
 His ears are rough and raggy;  
 He loves me, too—that's what I think—  
 For with his tongue, so soft and pink,  
 He kisses me, quick as a wink.

**MY PICTURE SPELLING BOOK**

## VI. PETS

This is the last page of your picture spelling book. The pictures tell what the words are. Write each word two times on the lines.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 \_\_\_\_\_



goat

puppy

lamb

kitten

FOR THIRD GRADERS**I LIKE THE RAIN**

RAINY days are pleasant days:  
They bring relief from heat;  
Rain cools the thirsty town,  
And washes clean the street.

Rainy days are happy days,  
For then we have to use  
Our raincoats and umbrellas  
And rainy weather shoes.

Rainy days are welcome days,  
For then we surely know  
The seeds sown in our garden  
beds  
Into plants will grow.

**WHAT IS THE WORK OF EACH?**

Choose the correct group of words from the list below, and write each on the proper line.

1. A farmer \_\_\_\_\_.
2. A carpenter \_\_\_\_\_.
3. A merchant \_\_\_\_\_.

bakes bread  
raises crops  
builds houses

4. A fireman \_\_\_\_\_.
5. A blacksmith \_\_\_\_\_.
6. A baker \_\_\_\_\_.

keeps a store  
fights fires  
makes horseshoes

FOR THIRD GRADERS**CAN YOU NAME THE PARTS OF YOUR BODY?**

Write the number on the lines:

- How many eyes have you? ———
- How many ears? ———
- How many noses? ———
- How many mouths? ———
- How many lips? ———
- How many chins? ———
- How many fingers? ———
- How many toes? ———
- How many hands? ———
- How many arms? ———
- How many feet? ———
- How many legs? ———
- How many elbows? ———
- How many knees? ———

**WEATHER QUESTIONS**

Write *Yes* or *No* after each of the following questions:

1. Does much rain fall each year in the Philippines? ———
2. Is there much sunshine in the Philippines? ———
3. Does it ever snow in the Philippines? ———
4. Can you see the wind? ———
5. Can you feel the wind? ———
6. Is there vapor in the air? ———
7. Is fog damp? ———
8. Do the rivers freeze in the Philippines? ———

(Please turn to page 259 for the answers.)

## A-HUNTING WE WILL GO

*Tempo di marcia*

Old English

O! A-hunt-ing we will go; A-hunt-ing we will go; We'll

catch a fox and put him in a box, And then we'll let him go.

The musical score is written in 2/4 time with a key signature of one flat (Bb). It consists of a vocal line and a piano accompaniment. The piano part features a rhythmic pattern of eighth and sixteenth notes in the right hand and a steady bass line in the left hand. The vocal line is simple and easy to sing, with lyrics provided for two verses.

2. O! A-fishing we will go,  
A-fishing we will go;  
We'll catch a fish  
And put him in a dish,  
And then we'll let him go.

3. O! A-sailing we will go,  
A-sailing we will go;  
We'll catch a whale  
And put him in a pail,  
And then we'll let him go.

This song may be used as an excellent music game for little children. See instructions on the next page.

## A MUSIC GAME FOR LITTLE CHILDREN

### A-HUNTING WE WILL GO

THE song which is used in playing this game is on page 234. First, a group of children must learn to sing the song softly and lightly, but rapidly. Show the children the picture of the fox on page 230 and tell them that a fox is an animal which looks like a dog. (Later tell them about a whale—"a fish as large as a house.")

After the children can sing the song they must memorize it. Then they are ready to play the game.

When playing the game an inner and an outer circle are formed by the children standing back to back. The inner circle is the "box" or the "dish" or the "pail," according to the stanza being sung. The players in the outer circle are the "hunters" or the "fishers" or the "sailors."

A child is chosen to be the "fox" or the "fish" or the "whale," depending upon the verse of the song being used. The "fox" runs, or the "fish" or the "whale"—whichever it is—"swims" easily and lightly around the circle while the children are singing. At the word

*go* in the last line of each stanza the child nearest the "animal" captures him and puts him in the "box" or the "dish" or the "pail."

All the players will be interested in wondering just where the "animal" will be at the final word *go* in each stanza.

The play is repeated until there are several prisoners. Then they are all fed pieces of cake or candy and are set free.

A whole class may play this game, or all the small boys and girls near somebody's home may play it. The teacher at school may teach the song.



#### ANSWER THESE QUESTIONS

1. What does a fox look like?
2. Can a fox run?
3. Does a fish run or swim?
4. Where does a whale live?
5. Can a whale swim?
6. Is a whale large or small?
7. Can you sing this song from memory?
8. Do you sing it softly?
9. Do you like to play this game?
10. Were you a "prisoner"?

$$2 + 0 = 2$$

$$3 + 0 = 3$$

## Making Three and Two

by Vicente S. Maglalang

Again the little men come to you:  
Now learn to add with three and two.

2 and 1 are only 3;

That's not hard you will agree.

For making 2 add 1 and 1;

I am sure that's quickly done.

3 and 0 are only 3,

And 2 and 0 are 2 you see.

Now these jolly little men,  
Each month in THE YOUNG CITIZEN,  
Have made it very plain to you  
Just how to add from 10 to 2.

GOODBYE

## A LITTLE STORY FOR LITTLE PEOPLE

### THE REWARD OF KINDNESS

By ALICIA P. LOPEZ\*

It was the birthday of Miss Gonzalez, a teacher in one of the elementary schools. The pupils had presents for this teacher whom they liked very much.

The children were talking about their presents.

"I have a nice handkerchief which my sister embroidered for me. That will be my gift to Miss Gonzalez," said Marina.

"My gift is this beautiful autograph album," Lilia said as she held up a green and pink book for autographs.

"I think she will like this," said Rita as she showed a box of chocolates wrapped in bright red cellophane.

Each one showed a gift for their teacher and each one was happy thinking of the gladness which their presents would bring to her.

Did I say each one showed a gift? There was one who had

nothing to show. In one corner of the yard stood a little, sad-faced, nine-year-old girl, little Rosario. She had no present for her teacher. Everyone passed by her, but no one spoke to her. She was timid, and did not want to join the other children.

Finally tender-hearted Nenita

saw the sad-faced little girl standing by herself, so she said, "What have you brought for our teacher?"

"I have no gift for Miss Gonzalez," answered Rosario, and she burst into tears.

Nenita was sorry for Rosario. She would like to help this lonely little girl if she could.



*Friendship is the reward of kindness.*

Suddenly an idea came to her.

"Listen, Rosario. I have half a dozen handkerchiefs. We can divide them. You take three and I will keep three. We will each give Miss Gonzalez three handkerchiefs for a present."

Rosario smiled and there was joy in her little heart. She could

*(Please turn to page 262.)*

\* Rizal Elementary School, Tondo, Manila.

## READING TIME FOR YOUNG FOLKS

### WHEN THE SCOUTS WENT HIKING

By DOLORES A. LEGASPI

THE time for the *siesta* in the boy-scout camp was almost over. In the tents the boys were putting on their clothes and canvas shoes.

Soon they heard the bugle call for assembly. When they were together the camp director inspected them. Then each of the group leaders called the names of the five boys in his division.

When each boy had found his place in his group, the director said: "You have four hours for a hike. Go wherever your leader takes you. The important thing on this hike is to observe things. You may see an interesting plant, an insect, a flower, a butterfly, a fruit—anything. Look for things which are of enough interest that you will want

to bring a specimen back with you if possible. Tonight at the camp fire we shall hear of your experiences and see the things you have brought back with you."

The song leader began the camp song, and the groups started on their hike with everybody singing.

Rolando was the leader of one of the groups. He was a boy who was large

and tall for his sixteen years—a cheerful, likable chap who had something about him which made him a leader. He was familiar with the mountain trails of that vicinity and knew a great deal about many things of nature, because he was an experienced hiker.

In his group were Ciriaco, Felipe, Esteban, Arturo, and Jose. As soon as they were well on their way the boys

stopped singing, and each one began to keep his eyes open for interesting things about him.

"Roland, do you see that beautiful flower?" said Ciriaco as he pointed to some violet colored flowers growing in a tree a short ways ahead.

Rolando looked and then replied, "I think those are orchids, Coy."

"They certainly are beautiful. Mother would be glad to have a plant with such beautiful flowers," said Ciriaco.

"She shall have it then," said Rolando. "We'll get it without injury to the plant." Ciriaco became very attentive.

"Ready, boys," said Rolando. "We'll form a pyramid. Coy, you climb on top. Be sure you have your knife ready. Up



Starting on the Hike



you go."

"I've got it, Roland," shouted Ciriaco in a few minutes. Rolando and the other scouts helped Ciriaco prepare the orchid plant so it would not be injured while it was being carried.

"Well, that's a good start," said Rolando. "This orchid is somewhat rare, and is certainly a beautiful specimen. Let me tell you something about orchids, boys. Just recently I was reading about them. Did you know that sometimes enormous prices have been paid for a single rare specimen of an orchid?"

"These flowers are so beautiful that they have become the favorites of many people. The demand for orchids in the United States and Europe is very great, so every year thousands of dollars' worth of orchids are sent from South America, the East Indies and the Philippines, and even from Australia.

"Many an eager collector has climbed precipices, waded through swamps full of malaria, and endured all the dangers of a tropical forest to get these plants. The most valuable orchids are those which are airplants and grow on tree trunks. There are between 6,000 and 12,000 different species of orchids. Now let us continue our hike."

The boys started on their way. They had hiked for perhaps half an hour. "What is that?" suddenly said Jose, the smallest boy in the group.

"Where, Tiny?" asked Rolando.

"On the limb of that small tree."

"Get it and we'll see," said Rolando. Soon Jose brought something to Rolando which he recognized at once.

"That," said Rolando, "is the chrysalis of a butterfly or a moth."

"What is a chrysalis?" asked Tiny.

"A chrysalis," explained Rolando, "is

the form which butterflies or moths take before becoming butterflies or moths. First the insect lays eggs. From an egg comes a caterpillar. After a short time the caterpillar changes to a chrysalis. The chrysalis later changes to a butterfly or a moth. Unless I am mistaken, Tiny, the chrysalis which you have here is a chrysalis of a giant moth. Take this home with you and put it in a suitable place, and by and by it will become a giant moth with a wing-spread of perhaps 8 or 10 inches."

"What luck we are having!" exclaimed Tiny. "First Coy finds an orchid and then I find a chrysalis of a giant moth."

After Tiny's chrysalis was neatly folded in his handkerchief the boys marched on. They had not gone far until something dropped on the ground just in front of Arturo. He picked it up. It was nothing but a feather—a soft feather which looked as if it had come from the breast of some bird.

Arturo was about to throw it away. "Looks as if this feather has blood on it. It is a white, downy feather, but it has a red blood-stain on it. Some bird nearby has just been wounded and is now bleeding."

"Let me see that feather, Art," said Rolando. Arturo handed it to him.

"There is no blood on this feather," said Rolando. "The red which you see is not blood—it is the actual color of the feather. This belongs to a pigeon which is found here in the Philippines and which is called the bleeding-heart pigeon. Let us look carefully, boys, and we may find the bird from which this feather came. Scatter out a little and start to use your eyes."

The boys began looking in the trees



*"Anything can happen when a scout goes hiking," said Rolando.*

and the bushes. Rolando was the lucky finder.

"Look, boys, there are two of them on that branch."

The boys looked and saw two pigeons sitting and cooing on a low limb of a tree. Sure enough, the breast of each was white with a red splotch, and had the appearance of blood-stained feathers.

"Yes, those are bleeding-heart pigeons," said Rolando. "Sit down, boys, and right here I will tell you an interesting story."

The boys promptly sat down on some large rocks.

"You saw those pigeons. You saw the white breast with the crimson feathers which look like a blood stain. There is a legend about this pigeon—a story which, of course, is not true, but which is interesting.

"According to the legend this pigeon, or dove, long, long ago had a white breast. The legend tells us that this innocent bird witnessed the crucifixion of Jesus when He was upon the cross. The

dove saw the crown of thorns upon the brow of the Savior, and felt compassion. It flew to the sacred head and tried to remove the crown of thorns. The thorns pierced the white breast of the pitying dove, and made it bleed. The story goes that ever since then this dove or pigeon has had feathers which look like a blood-stained white breast. Of course, this is only a story which never happened, but nevertheless, it is a beautiful legend.

"If you would like to examine the bleeding-heart pigeon closely, the first time you are in Manila go to the Aquarium in the old wall. You will see there a number of excellent live specimens of this pigeon. Now, boys, let us continue our hike."

"Wait a minute," said Felipe.

He quickly ran over to one of the rocks upon which some of the boys had been sitting. He stooped down and picked up something between his thumb and forefinger.

"Here's my interesting bit of nature to take back to camp."

"Oh, what a curious looking bug!" exclaimed little Jose. "How did you happen to see it? You surely have good eyes, Felipe."

"This is not a bug," answered Felipe. "It is a beetle."

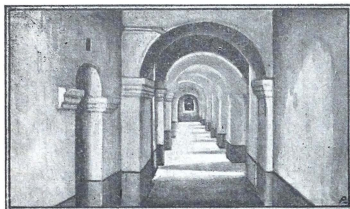
"What is the difference?" asked Jose.

"Beetles are not true bugs," said Felipe. "Though many beetles are called 'bugs' they should not be confused with the true bugs with sucking beaks, which form a distinct order of insects. This is a beetle. And I think I know what kind, too, because only last week I was reading about beetles in the encyclopedia, and I read about a beetle which seems to have the appearance of this one."

*(Please turn to page 256.)*

## HISTORY SECTION

### ✓ THE OLDEST CHURCH IN THE PHILIPPINES



*A Cloister—St. Augustine Convent*

THE oldest church in the Philippines is in Manila, and is the Church of Saint Augustine at the intersection of Calle Real and Calle General Luna in the Walled City. This is really the Church of Saint Paul rather than the Church of Saint Augustine, although it is known by the latter name. Not only is a statue of Saint Paul prominent in a niche on the front of this church, but the statue of Saint Paul, we are told, is the only one on the high altar.

If you visit the Augustinian Church you will learn from a tablet near the entrance that the cornerstone of this building was laid in 1599 and the building was completed in 1606.

The history of this church is of interest to all residents of the Islands. Shortly after the Spanish took possession of Manila, a plot of ground was assigned to the Augustinian fathers on which to erect a church and convent. The fathers lost no time in putting up a temporary building of nipa and bamboo. This was destroyed when the Chinese under Limahong invaded the city in

1574. A later church of wooden structure was accidentally burned.

It was then decided to build an enduring edifice of stone. The transportation of material from Laguna was begun in 1584. Barges filled with stone and lime were brought down the Pasig River almost daily. But a period of more than twenty years was needed for the completion of the building from the time the assembling of the material was begun until the dedication of the church.

In the photograph on the front cover of this issue of *The Young Citizen* is shown the facade—the principal front—of the building. This picture shows only one bell tower. Originally there were two towers on the church, but the one near Calle General Luna was removed by order of the Municipal Board of Manila after it had been cracked by earthquakes, because it was then thought to be dangerous.

This tower contained an enormous bell weighing almost three and a half thousand kilos. This bell was rung only upon the arrival of a governor-general or when there was an unusually great fire in Manila. After the bell was removed, it was placed at the entrance of the convent on the floor, and there it has remained to this day.

The church of Saint Augustine must have been well designed by the architect, and well constructed by the builders, for it has stood through many storms and earthquakes. In fact, this church is the only building in Manila which has withstood all of the five severe earthquakes

which have occurred within the last 300 years. The severest earthquakes on record are those of 1645, 1754, 1852, 1863, and 1880. The disaster of 1863 was especially severe, and it was then that the great Roman Catholic Cathedral of Manila was destroyed. But the Augustinian Church was able to endure even this violent upheaval.

This was probably due to the ability of the architect Herrera, a close descendant of the great designer of that remarkable building at Madrid, in Spain, known as the Escorial.

The first thing that strikes the visitor to this oldest church of the Philippines is the wide span of its arches which reach from one end of the church to the other. Especially interesting is the fact that the arches are very low, and this, we are told, is the reason why this church has been able to stand against all the earthquakes. Low pilasters support the sides of the chapel, and another peculiarity of this church is that chapels displace the aisles.

The interior of the building is always rather dim because there are no large windows. The sun shines through small windows on only one side; on the other side is a cloister.

The bones of Legaspi and Salcedo, as well as others prominent in the early history of Manila, rest in a niche in the wall of one of the chapels of this historical church. A marble tablet marks the spot.

The sacristy or vestry of the church contains some interesting and valuable objects, one of which is an altar-piece which was in the church hundreds of years ago. There are 44 niches in this old altar-piece, which at one time contained treasures of gold, silver, precious stones, and ivory. It is said that these were carried away as loot by the British

in 1762, who, according to the custom of the times, carried away from the church anything of value. Even the tombs of the church were desecrated by the British in search of treasure at that time.

In the sacristy are a number of beautifully carved chests and caskets as well as elaborately engraved drawers and shelves for the vestments. Many of the treasured vestments and articles disappeared, it is said, during the British invasion. There still remains a mantle embroidered in gold which cost more than 3,000 pesos. There are also two gold chalice and a few other valuable articles.

Having stood almost since the beginning of Spanish rule in the Philippines, the Church of Saint Augustine has been a witness to many historical events. Important church councils have been held there. In the vestry of this building the official signing of the surrender of Manila to the American forces took place on August 13, 1898.

A very interesting part of this church is the choir which has been called "a real jewel of art without rival in the Philippines." The choir contains 68 seats beautifully carved from *molave* wood. In the center of the choir is a great lectern—reading desk—perhaps more artistic than the choir itself. The entire lower part is carved from one solid piece of wood.

An organ, "designed for use with great orchestras," is also of interest, as are the thirty-odd old *cantorals* or choir-books, made of parchment and dating from the 16th and 17th centuries. These books contain examples of the curious method of writing music in those days.

A great stair-case of 44 granite steps  
(Please turn to page 259.)

**MUSIC APPRECIATION SECTION****THE SYMPHONY ORCHESTRA**

By BERT PAUL OSBON \*

*(Continued from the June number)***VII. THE INSTRUMENTS OF THE WOODWIND SECTION***Contra-  
bassoon**Bassoon**Bass  
clarinet**Clarinet**English  
horn**Oboe**Flute**Piccolo*

IN the woodwind section of the symphony orchestra the four "voices" (soprano, alto, tenor, and bass) are represented roughly by the flute, the oboe, the clarinet, and the bassoon. Of course these instruments do not sound like the voices singing in a chorus, but they are something like it. When the woodwind section of the orchestra is heard without other instruments, it sounds quite similar to a pipe organ. Now let us examine each instrument of this section.

*The Flute*

In the illustration at the top of this page you will see the picture of the flute. The flute is the coloratura soprano of the woodwind family of the orchestra. (Coloratura means capable of performing

runs, trills, etc.) It is an instrument of great antiquity. Its origin may be traced to some of the instruments of ancient Greek mythology. Sculptures and paintings of ancient Egypt and Greece show that the instrument was used and liked by those peoples.

Ability to play the flute was a required part in the education of a boy of ancient Greece. It was used to accompany the chorus in the Greek theatre, and skillful performers received high pay. The Romans adopted it in later times. Most of the flutes of those times were vertical instruments blown from the end.

The present flute is a transverse instrument—that is, it is held sideways while being played. (See the illustration on this page.) It is a pipe, one end of which is closed, and is made of metal or wood. Although made of metal, it is

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still called a woodwind instrument. The player of the flute blows across, not into, a hole in the side called the mouthpiece or embouchure (pronounced om-boo-shur).

The remarkable agility and "speaking" powers of the flute bring it into constant use as a melodic instrument. It is often given the melody in unison with the violins. Its upper tones are brilliant and birdlike, well suited to light, delicate passages. The effects of tenderness and melancholy are also within the powers of this instrument. Three flutes are generally used in a modern symphony orchestra, although one of them is sometimes replaced by the piccolo.

#### *The Piccolo*

The piccolo is a little flute. It is often called the octave flute because it sounds an octave higher since it is only half as long as a flute. (See the illustration on page 243.) The tone of the piccolo is shrill and piercing, and far above the range of the human voice.

#### *The Oboe*

The oboe, English horn, bassoon, and contrabassoon are often referred to as the oboe family, since the method of playing and producing tone is the same in all four. The tone is produced by the vibration of two very thin pieces of bamboo or cane which are called a double-reed. These instruments are more difficult to play than other wind instruments, but players who can manage them are always in demand.

Reed instruments of the oboe type have been found in the tombs of ancient Egypt, and are shown in ancient Greek sculptures and paintings. The oboe is

one of the oldest instruments of the orchestra.

The modern oboe (pronounced o-bo) is a double-reed instrument which is used as the lyric soprano of the woodwind family. The oboe is especially valuable in the orchestra as a solo instrument, and its thin, nasal, penetrating but fascinating tones are suggestive of outdoor simplicity of country life. (See the illustration on page 243.)

Only a very light breath pressure is required to play the oboe, so the player must partially hold his breath. This causes him to tire quickly. Therefore the music for this instrument must be written so as to give the player an occasional chance to rest.

In the orchestra the oboe may often be heard in duets, speaking to and answering the flute, clarinet, bassoon, or another oboe. The modern symphony orchestra uses two or three oboes.

This instrument always sounds the A from which the other instruments in the orchestra tune.

#### *The English Horn*

Compare the picture of the English horn (page 243) with that of the oboe. Notice that the English horn is much longer. It is really a large oboe; it has a double-reed; and is played like the oboe. In fact, it is one of the oboe players in the orchestra who plays the English horn.

The name English horn is not a correct name; this instrument is not a horn at all, but is an alto oboe.

The English horn often plays melancholy (sad) music, and sometimes suggests suffering to the listener. The rich tone quality of this instrument is well

(Please turn to page 257.)

**HEALTH AND SAFETY SECTION****HOW TO HAVE GOOD TEETH\****(Continued from the June number)*

FIRST, we shall have something to say about the various tooth-pastes and tooth-powders which are on the market.

*Tooth-Powders and Tooth-Pastes*

The use of a tooth-powder, tooth-paste, or other dentifrice is desirable, and there is no particular choice in the selection of

one except that it should not be gritty.

A gritty tooth-paste has particles in it which feel like sand. Gritty tooth-paste would be too hard for continuous use. There are very few, if any, tooth-pastes or tooth-powders which are harmful. *How Often Should Teeth Be Brushed?*

The teeth should be carefully brushed after each meal. When this cannot be done, the teeth should at least be brushed on getting up in the morning, and before going to bed at night. A thorough rinsing of the mouth and gargling of the throat should be practiced after each meal.

\* Adapted from an article prepared by the Office of the Surgeon General of the U. S. Public Health Service.

*Tartar Deposits*

Tartar is a hardened substance which often covers a part of each tooth. It consists of mucus from the saliva, animal matter, and lime. It is deposited on the teeth by the saliva. The first sign of tartar on the teeth is a slight roughness,

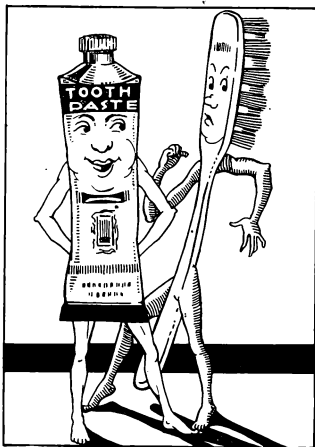
felt usually on the inside of the lower front teeth. If you find that your teeth have tartar deposits, go at once to your dentist and have him remove the deposits and give the teeth a thorough cleansing and polishing. The unclean condition of the mouth resulting from tartar deposits is a common cause of "bad breath."

*Pyorrhea*

Pyorrhea is the name of a very serious disease which sometimes affects the teeth. The accumulation of tartar where the teeth join the gums is one of the causes of this disease, but not the only cause.

When one has pyorrhea the gums become irritated and infected by disease-producing germs, the tissues are broken down, and pus forms.

*(Please turn to page 262.)*



*Use us twice a day.*

## ELEMENTARY SCIENCE SECTION

### COFFEE

TOWARD the end of the third century some monks, fleeing from persecution, found refuge in the highlands of Abyssinia. This ancient country is in north-eastern Africa across the Red Sea from Arabia. The monks supported themselves in Abyssinia by tilling the soil and raising flocks of sheep and goats.

One night one of the good fathers whose turn it was to watch the herds came running to the monastery, pale and trembling.

"The animals are bewitched," he panted. "They jump and play as if it were a bright, cool morning."

"Peace, my son; you have been dreaming," said the father superior. "Rest here and I will go and look at the flocks."

But he, too, found the animals jumping and playing in the moonlight instead of sleeping as they should. Night after night this continued.

By observing what plants the animals fed on, the monks were at last convinced that the sleeplessness and the playing of the sheep and goats were due to their eating the leaves and fruit of a certain unfamiliar shrub which grew there in profusion. Picking some of the ripe fruits, one of the monks chewed the seeds,

and found that he, too, felt very much refreshed and was wakeful that night.

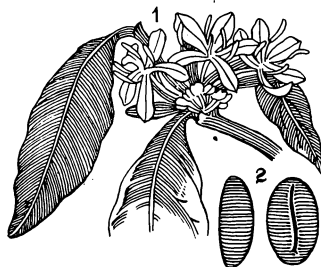
Thus coffee was discovered, according to one of the many legends which the Arabs tell. However fanciful the story may be, the fact remains that Abyssinia and Arabia were the original homes of the coffee plant. We also know that by the 15th century pilgrims to Mecca, the holy city of Arabia, used a drink made from the roasted coffee bean in order to prevent sleepiness during the long religious services of the Mohammedan religion.

From Arabia the practice of drinking coffee passed to Constantinople (now called Istanbul), a city in Turkey, then to Venice in Italy, and then to England, France, and other European countries.

Until the end of the 17th century all the coffee of commerce came from Arabia, being shipped from the city of Mocha on the Red Sea. The Dutch were the first to cultivate coffee in countries of which the plant is not native. In about 1690 coffee seeds were taken to Java, the most important island in the Dutch colonial possessions in the East Indies. These seeds were planted in Java and produced fruit. Soon cof-

(Please turn to page 257.)

### THE COFFEE PLANT



1. Flowers and Leaves  
2. Seeds



## THE SEVEN WONDERS OF THE MODERN WORLD

By GEORGE T. ODELL

ANCIENT civilization produced seven wonders that have been handed down to us as marvels of what man can do. These seven wonders of ancient times were: (1) the pyramids of Egypt, (2) the pharos (lighthouse) of Egypt, (3) the hanging gardens of Babylon, (4) the temple of the Roman goddess Diana at Ephesus, (5) the statue of the Greek god Zeus by Phidias, a sculptor of ancient times, (6) the mausoleum of Artemisia, an ancient queen, and (7) the colossus (enormous statue) of Rhodes.

In the middle ages the skill of man created seven more wonders which were regarded with awe. The seven wonders of the middle ages were: (1) the Coliseum of Rome, (2) the catacombs of Alexandria, (3) the Great Wall of China, (4) Stonehenge, (5) the leaning tower of Pisa, (6) the porcelain tower of Nanking, and (7) the Mosque of St. Sophia at Constantinople.

Looking at the world today we see that science has created seven modern wonders. A brief description of each is given herewith:

### 1. *The Telephone*

We are living in an age of speed. The telephone has contributed more to speed than any other thing which science has produced. By lifting his telephone receiver a man in Manila may talk with someone in New York, and fifteen minutes later may be talking to another person in Australia. Wonderful! Yes. But most wonderful of all is the fact that this instrument has been perfected within the past 60 years. In 1875 the first words were sent by telephone, and

today in 1939 there are 40 or 50 million telephones in the world.

In 1876 Alexander Graham Bell constructed a telephone line 100 feet long in his house and talked to a man in another room. Forty years later he talked from New York to the same man in San Francisco over a telephone line 3,400 miles long.

It is possible to talk to many parts of the Philippines by telephone, and to talk from the Philippines to the United States, Europe, or any other part of the civilized world.

### 2. *The Radio*

O wonder of wonders! Although the invention of wireless telegraphy is generally given to Marconi, the principles were discovered by others. What Marconi did was to invent a method of using the principles.

The radio industry now represents an industry valued at billions of dollars. A radio audience frequently numbers millions of people. And television—sending pictures by radio—is becoming more and more successful.

There are, perhaps, 1500 radio broadcasting stations in the world. More than half of these are found in the United States. The pioneer station of the world is KDKA at Pittsburgh, Pennsylvania.

### 3. *The Airplane*

In Greek mythology there is a legend of how Icarus was fitted with wax wings by his father. He flew too near to the sun, so his wax wings were melted and he fell to the earth and was killed. Thus we see that long ago men were thinking

about flying. About the time of Columbus the famous Italian painter, sculptor, and engineer, Leonardo da Vinci, tried experiments of flying with wings, but his experiments were not successful.

In 1900 the two American brothers, Wilbur and Orville Wright, began experimenting with machines for flying. In 1908 the Wright brothers took their machines to Europe and gave exhibition flights. Then they began to teach the world to fly.

In the last 10 or 20 years great improvements have been made in airplanes. Journeys which used to require weeks of travel are now accomplished in a few hours.

#### 4. Radium

What is there so wonderful about radium? To reduce the explanation to the simplest possible language, radium is a metal that contains the highest development of radio-activity so far known. Pierre Curie and his wife, Madame Curie, discovered radium in 1898. Radium is so expensive that for a long time it cost \$4,500,000 for just one ounce. Radium is perhaps the most precious metal of commerce.

The principal use of radium is for the treatment of disease, but it is also used in the manufacture of luminous paints used on watch and clock dials.

#### 5. Antiseptics and Antitoxins

It is not so many years ago, as history records time, since there were great plagues which killed millions of people. Modern science has now made it possible that all the terrible plagues can be controlled before they have a chance to spread. The twin wonders, antiseptics and antitoxins, have wrought this miracle.

#### 6. X-Rays

X is a symbol commonly used to indicate an unknown quantity. When Roentgen, a German scientist, discovered a new ray in 1895 he did not know what it was, so he called it the X-ray. This ray of light is not visible to a person's eyes, but it enables one to make a photograph of the skeleton of a living person. By means of the X-ray a doctor can watch the beating of the human heart while a person is alive. Surely such a ray of light can be classed as a modern wonder.

#### 7. Spectrum Analysis

Science has discovered what the sun is made of—and the stars, too—and how fast they turn. No one, of course, can get a piece of the sun or a star and test it to find out what it is made of. How then can it be found out? By spectrum analysis which is one of the seven wonders of the modern world.

By means of analyzing the light scientists have determined what elements compose the sun and the stars. This analysis of light is called spectrum analysis.

#### *A List of the Seven Modern Wonders*

The seven wonders of the modern world, then, are these: (1) the telephone, (2) the radio, (3) the airplane, (4) radium, (5) antiseptics and antitoxins, (6) X-rays, and (7) spectrum analysis.

All of these modern seven wonders have been developed within the last hundred years. Will the next century see additional wonders?

The great scientists of the world are at present working on new and marvelous developments. There are still many achievements for science to accomplish.

## CHARACTER AND CITIZENSHIP SECTION

### THE STORY OF A FAILURE

ADAPTED BY JOSE SUGUI

THIS is the story of a young man who was never considered a "success," but whose friends and neighbors respected him because he did his best and never committed any wrong knowingly. "And," said they, "that is all that can be expected of any man."

This young man was a schoolteacher and a lawyer. He suffered physical pain, but he accepted with resignation whatever came to him. All his life he spoke little and thought much.

He was of medium height and slight physique. He had a sensitive face and a high forehead. His eyes were penetrating but not lively. He carried his head a little to one side.

When he walked, he either looked straight ahead or gazed at the sky.

It was the conviction of this man that first of all one must be good, and to be good, one must have knowledge. So he tried hard to secure an education. He left his home to study in the elementary school of another town. He earned his board and lodging by working as a *muchacho* in the household of a tailor. In

his third year of what was then called the secondary course, he won a scholarship offered by a well-known college in the capital city. In Manila, he supported himself by teaching. He was then seventeen years old.

During his second year in the city on account of a cholera epidemic all schools closed and he had to return home. In a nearby town he was offered another teaching position, which he accepted. After two years of teaching, when he was twenty years old, he was able to return to the city to finish his secondary education. He obtained his former position, but during the year the founder and director of the school



*He tried hard to secure an education.*

died and he had to leave the city again. He then taught in another town in his home province, staying for a period of two years.

As a teacher, he was exacting, but encouraging. He spoke slowly and distinctly, and only when necessary, striving to make the recitation the work of the pupil.

He never gave up the idea of contin-

uing his education. Accordingly, he obtained a short leave of absence from his school and went to the city to take an examination for a degree, which he passed *meritissimus*—most deserving.

He could now study law. During his last two years as a teacher he had managed by strict economy to save a small sum. A part of this he gave to his parents to spend on the improvement of their home and farm. The remainder he found was not enough to pay his first year's expenses at the law school.

His life at school was one long struggle against poverty and pride. He was too proud to accept help from anyone, for he felt that every man should be "sufficient unto himself."

He deprived himself of everything except the bare necessities of life, employing various means in order to make his way alone. He gave private lessons, assisted in preparing documents in law cases, and worked as a copyist in court. Having only one black coat, he was always shabbily dressed.

Later he was an assistant to a clerk of the court, who befriended him. When his friend left this position, the new clerk of the court, unfavorably impressed by his silent assistant's shabby black coat, turned him out into the street.

It was a happy day for him when he graduated and was admitted to the bar. But fortune was still against him. He contracted a severe fever and became paralyzed—first in the right leg and then in the left. He bore his infirmity with calmness: he had learned to accept life.

Later his disability saved him from being shot, when he was arrested, together with some of his friends, on suspicion of inciting a revolt. Because of

his paralysis he was detained in the hospital and later set free.

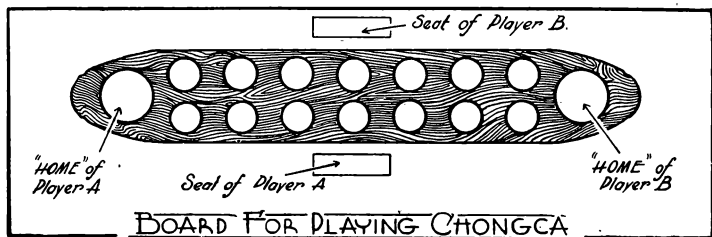
The Filipinos were struggling to secure their independence. When this man was thirty-four years old he planned a revolutionary government. He organized and directed this government, and drafted a proposed constitution. He did this while he was in his invalid's chair, or was being carried from place to place in a hammock. It is little wonder that those of his countrymen who know the details of his life hold him in high esteem.

A year later he was captured, again released, and then exiled. A year or so after that he was informed that he would be permitted to return to the Philippines if he would take the oath of allegiance to the sovereign nation "without mental reservations." Having become convinced that his dream of a Filipino nation could become a reality only through the help of that sovereign nation, he took the oath of allegiance.

On his return he was offered a government position which he refused, fearing that his infirmity had unfitted him for efficient work. Perhaps his real reason was that he wanted to "hide" his shame and anguish, "not for having committed an unworthy act, but for not having been able to do better service." He was consoled, however, in knowing that he had done his best, and that he had not committed any wrong consciously.

Soon afterwards, in his thirty-ninth year, cholera again broke out in the city, and he was stricken. Did he still have regrets as he lay on his death bed? Did he look back on his life and still consider it a failure? Or did he finally realize the sublimity in the knowledge of

(Please turn to page 259-)

WORK AND PLAY SECTION**CHONGCA**

CHONGCA is a popular game among Filipinos and has been played in the Philippines for many years. Only two persons can play it at a time.

The game is played on a board made as illustrated above. In the board there are two rows of seven small holes arranged in parallel rows, and at each end a larger hole. It is not difficult to make an attractive board, such as the one shown in the illustration.

At the beginning of the game seven "men" (small stones or hard seeds) are placed in each of the fourteen small holes. Each player will have "men" of a different color from those of his opponent; one player may have "red men" and the other player may have "white men."

The two big holes are left empty. The large hole at the left end of the board is for player A to deposit his

"winning men." This is called the "home" of player A. The large hole at the right end of the board is for player B to deposit his "winning men." This is called the "home" of player B.

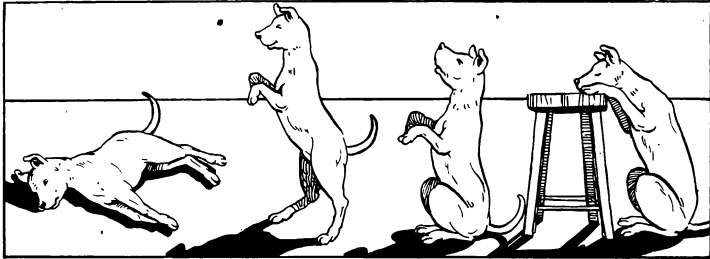
The two players begin at the same time. Each picks all the seven "men" from any hole in the row of his "home." Then the player distributes his "men," dropping one stone in each hole, going in a clockwise direction and beginning with the first hole to the right of the one from which he picked his seven "men."

No player can drop a "man" into the large hole belonging to the rival player.

When the last "man" of a player falls into an empty hole, it "dies" and the player stops playing. The other continues to play until his last "man" also "dies."

A player wins if he has more "men" in his "home" than his rival has.

## TEACHING YOUR DOG TO DO TRICKS



"Lie down."

"Walk"

"Beg"

"Say your prayers."

TEACHING your dog a few simple trick will make you better acquainted with him, and will increase his intelligence. Remember, however, that at first he will not understand what you wish him to do.

Never whip your dog while you are teaching him. Be patient and keep on trying. As soon as he understands what you want, he will be glad to obey you.

Reward him as soon as he learns to do a trick. Show him by petting him and by kind words that you are pleased. Do not attempt to teach him immediately after he has eaten a meal.

### "Lie Down"

The first thing to teach a dog is to "lie down." Get him in a corner of the room and place him in a sitting position facing you. Then gently draw out his forelegs, and pressing him on the shoulders say "lie down." Repeat this until he associates the words with the action.

### "Beg"

Next, teach your dog to "beg." Make him sit down facing you, and hold his haunches. At the same time tap him

under the chin and say "beg." Keep tapping until he rises to the desired position. Repeat until he understands and obeys you each time the command is given. Any simple reward held in the air is a help.

### "Walk"

After the dog learns to "beg" teach him to "walk." Hold a reward just beyond his reach and move it slowly; at the same time say "up." He will have some difficulty in doing this at first, but after a few lessons will be able to walk around the room. Be sure to reward him each time.

### "Dance"

After your dog has learned to "walk" you can easily teach him to "dance." Tie a small piece of meat to the end of a long switch and tell him to "walk." You may be sure he will follow the meat. After a few minutes, reward him by giving him the meat and petting him. Next time, use only the switch without the meat, but reward him afterwards just the same. Soon you will not even need the switch—simply command "dance."

(Please turn to page 262.)



## THE YOUNG CITIZEN PANTRY



Our readers who are doing cooking seemed to like the pie recipes which were given in the June issue of *The Young Citizen*. We are therefore including some more pie recipes in the July number.

### *Raisin Pie*

Boil together for ten minutes one cup of raisins, one cup of sugar, the juice and rind of one lemon, one cup of water, and one teaspoon of cornstarch. Bake between two crusts.

### *Apple and Raisin Pie*

Make the same as apple pie (page 210, June issue of *The Young Citizen*) but use only one-fourth of a cup of sugar. Place three-fourths of a cup of washed seeded raisins over the top of the sliced apples, cover with the upper crust, and bake.

### *Rhubarb and Raisin Pie*

Line a pie-plate with pastry, and fill with 2 cups of stewed rhubarb. Sprinkle one cup of sugar over the rhubarb, and one-half

## MORE PIE RECIPES

of a cup of washed seeded raisins. Cover the upper crust and bake in a moderately hot oven for 45 minutes.

### *Plum Pie*

Remove the seeds from two cups of plums. Add one-half of a cup of sugar, sprinkle with flour, add 2 tablespoons of lemon juice, one tablespoon of butter, and bake between two crusts.

### *Guava Pie*

Wash green guavas, cut them in halves, and remove the seeds. Cut the halves in slices and stew with sugar to taste. Place the stewed guavas between two crusts of pastry, being careful that there is not too much juice. Bake for 45 minutes.

### *Banana Pie*

Mix together one-third of a cup of sugar, two-thirds of a teaspoon of flour, one-eighth of a teaspoon of salt, and then add the slightly beaten yolks of 2 eggs. Gradually pour into

this mixture one cup of scalded milk while stirring constantly. Cook for 15 minutes in a double-boiler, stirring continually until the mixture thickens. Cool, and then add one-fourth of a cup of thin cream, three-fourths of a tablespoon of lemon juice, and one banana which has been peeled and cut into thin slices. Chill thoroughly and pour into a crust already baked. (When baking the crust, puncture with the tines of a fork to prevent air bubbles from forming.) Just before serving, beat the whites of two eggs until stiff, beating in gradually two teaspoons of powdered sugar. Add one-fourth of a teaspoon of lemon extract. Spread this over the pie and brown it lightly in the oven.

### *Experimenting*

We have now given recipes for making most of the usual fruit pies and you are now ready to do some experimenting. Try using different fruit combinations.

*(To be continued)*

## MUSIC FOR MARCHING

## PROCESSIONAL MARCH

HENRY PARKER

*Moderato*

First system of musical notation. The treble clef staff contains a melody starting with a quarter note G4, followed by quarter notes A4, B4, and C5. The bass clef staff contains a steady accompaniment of quarter notes. The dynamic marking *pp staccato* is written in the left hand. The key signature has one sharp (F#) and the time signature is 2/4. The system concludes with a final chord and a fermata.

Second system of musical notation. The treble clef staff continues the melody with quarter notes D5, E5, and F#5. The bass clef staff continues the accompaniment. The dynamic marking *p* is written in the left hand. The system concludes with a final chord and a fermata.

Third system of musical notation. The treble clef staff continues the melody with quarter notes G5, A5, and B5. The bass clef staff continues the accompaniment. The dynamic marking *mezzo.* is written in the left hand. The system concludes with a final chord and a fermata.

Fourth system of musical notation. The treble clef staff continues the melody with quarter notes C6, B5, and A5. The bass clef staff continues the accompaniment. The dynamic marking *mf* is written in the left hand. The system concludes with a final chord and a fermata, followed by the word *Fine*.



stacc.  
con Ped.

The first system of musical notation consists of a grand staff with a treble and bass clef. The treble clef part begins with a staccato marking and features a melodic line with eighth and sixteenth notes, including a triplet. The bass clef part provides a harmonic accompaniment with chords and single notes. The key signature has one sharp (F#).

*p*

The second system continues the piece. The treble clef part has a dynamic marking of *p* (piano). The melodic line continues with similar rhythmic patterns. The bass clef part maintains the accompaniment.

*p*

The third system continues the piece. The treble clef part has a dynamic marking of *p*. The melodic line continues with similar rhythmic patterns. The bass clef part maintains the accompaniment.

*p*

The fourth system continues the piece. The treble clef part has a dynamic marking of *p*. The melodic line continues with similar rhythmic patterns. The bass clef part maintains the accompaniment.

*D.C. al Fine*

The fifth system concludes the piece. The treble clef part has a dynamic marking of *p*. The melodic line continues with similar rhythmic patterns. The bass clef part maintains the accompaniment. The system ends with the instruction *D.C. al Fine*.

## WHEN SCOUTS WENT

*(Continued from page 240)*

"What kind of beetle is this, Fil?" asked Arturo.

"I think this is a hercules beetle. If it is, those long wicked-looking projections from its head and back are used by the male in carrying its mate. Curiously enough, this is one of the most harmless of all beetles. I am not sure that this is a hercules beetle, but I shall take it with me and at the first opportunity I shall find out whether or not I am right."

Felipe then placed his prize in his collector's jar. "Mr. Beetle, you will soon be dead, and then you will make a nice specimen for our school museum of elementary science."

"Say, fellows! Why is it that everybody has had such good luck except me?" asked Esteban. "You have all found very interesting things, but I have found nothing."

"Plenty of time yet, Steve," said Rolando. "We still have an hour and a half of our hiking time. Lots of things can happen in an hour and a half, you know. So come on, boys. All of you keep your eyes open, and let's help Steve find something to take back to camp."

The boys started on. Everybody peered and looked, but no one found anything of any particular interest.

"I think Lady Luck has deserted us," said Esteban. "Say, boys, do you see that lovely little brook ahead of us? How pretty it is just there where it flows over those small stones. I wish I had my kodak with me—I could get a fine picture. Let's go and look at the brook. May we, Rolando?"

"Of course," said Rolando. "We will all go there. It is a beautiful spot where we can sit down and eat our sandwiches. I guess we've found all the interesting things there are to be found on this hike, so we'll rest and eat, and then go back to camp."

In a very short time six hungry boys were seated on the bank near the stony-bedded little brook, and each was enjoying a large sandwich.

Esteban finished his sandwich first. "You fellows are slow. You have not yet finished eating. But take your time. I'm going to poke around here a little."

"Go ahead, Steve. Maybe you'll find a knap-sackful of diamonds," said one of the boys. All the other boys laughed.

Esteban wandered about, looking at the rocks and pebbles. Several he placed in his knap-sack. "These are not at all interesting," he said to himself, "but I'll take two or three along anyway."

"Come on, boys. It's time to start back," said Rolando.

Soon the boys were on their way back to the camp.

That night, by the light of the camp fire, each boy who had found anything of interest on the hike displayed his find and told about it. Ciriaco proudly showed his orchid and told what Rolando had said about orchids. Jose showed his chrysalis of the giant moth. Arturo brought out his feather from the breast of the bleeding-heart pigeon and told the legend about it. Felipe exhibited his beetle. Of Rolando's group Esteban was the only one who had nothing to show.

Then the boys all turned in for the night. The next day they broke camp and returned to their homes.

A day or so later Esteban happened to find the two or three rocks which he had picked up on the hike.

"This one is all covered with clay," he said.

He took his knife and be-

*(Please turn to page 260.)*

## SYMPHONY ORCHESTRA

*(Continued from page 244)*

sued to dreamy, melancholy music. It has all the reediness and tender expressiveness of the oboe. While it is sometimes used to express the joys of the pastoral life, there is always a suggestion of sadness and loneliness in its voice.

While playing the English horn, the player must hold his breath under great control. This produces considerable tension in the lips, lungs, and chest. Therefore the English horn, like the oboe, is a difficult instrument to play.

*The Clarinet*

The clarinet (illustrated on page 243) has been called "the queen of the woodwind" because it is capable of doing many things.

It is a single-reed instrument about two feet long.

Much has been said in praise of the tone quality of the clarinet, which has been described as noble, refined, mellow, lonely, weird, and somber. It is the dramatic soprano of the woodwind section.

The modern symphony orchestra usually employs two clarinets, although more are sometimes used.

*The Bass Clarinet*

By looking carefully at the picture of the bass clarinet (page 243) you will notice that it is larger than the clarinet. For this reason it can play lower tones than the clarinet can play.

The bass clarinet looks something like a saxophone, which is made of metal and does not have such a good tone as the bass clarinet has.

The bass clarinet is made of wood, and its voice is powerful and reedy. It sounds like the lower tones of a pipe organ.

*The Bassoon*

The bassoon (illustrated on page 243) is a double-reed instrument which plays the bass (the lowest part) for the woodwind choir. It is a large instrument. It has been called "the clown" of the orchestra, because it can play in a grotesque manner.

There are usually two bassoons in the orchestra, but sometimes more are used.

*The Contrabassoon*

By looking at the picture of the contrabassoon (page 243) you will notice that it is larger than the bassoon. Because it is larger, it can play lower tones. Al-

## COFFEE

*(Continued from page 246)*

fee was cultivated in other tropical countries of Asia and South America.

The varieties of coffee which have been permitted to grow wild are 20 feet or more in height, but the cultivated bushes are kept trimmed to 6 or 10 feet, so the berries may be picked more readily.

The leaves of the coffee plant are green and glossy on the upper surface. The flowers are white and sweet-scented. The fruit is of an oval shape and of a dark-red color when ripe. Each fruit contains two cells, and each cell has a single seed which is the coffee as we see it before it is roasted. (See the illustration on page 246.)

Great attention is paid to the culture of coffee, especially in Arabia. The  
*(Please turn to page 259.)*

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though it has a different appearance, it is played like the bassoon. A bassoon player in the orchestra usually plays the contrabassoon when it is needed.

Next month we shall discuss each of the instruments of the brasswind section.

*(Please turn to page 260.)*

## SOME IMPORTANT BIRTHDAYS AND EVENTS OF JULY

Make a list of five or more of those which interest you most; then go to the library and read about each one on your list.

- 1: Canadian Dominion Day. The Dominion of Canada was established, 1867.
- 2: Louis Pasteur proved the value of vaccination, 1881.
- 3: Assemblyman Jose Cojuangco was born, 1896.
- 4: The American colonies declared their independence from England, 1776. Independence Day, the greatest patriotic holiday in the United States.
- 5: Cecil Rhodes, empire builder in Africa, was born, 1853.
- 6: The first Philippine weekly paper, in English and Spanish, was published, 1839.
- 7: A decree was published deporting Jose Rizal to Dapitan, 1892.
- 8: Father Valerio Malabanan, educator, was born, 1820. John D. Rockefeller, oil magnate and multi-millionaire philanthropist, was born, 1839.
- 9: Eriberto B. Misa, Director of Prisons, was born, 1889.
- 10: Jose Rizal arrived in exile in Dapitan, 1892. Whistler, the great artist, was born, 1834.
- 11: Assemblyman Pio Corpus was born, 1883. Assemblyman Anacleto Ramos was born, 1891.
- 12: Thoreau, philosopher and author, was born, 1817.
- 13: Anacleto del Rosario, brilliant chemist, was born, 1860.
- 14: Bastille Day, French national holiday.
- 15: Rembrandt, famous artist, was born, 1606.
- 16: The Panama Canal was first used, 1915. Barbara Stanwyck, actress, reported to have recently been married to Robert Taylor, was born, 1907.
- 17: James Cagney, actor, was born, 1904.
- 18: William M. Thackeray, English author, was born, 1811.
- 19: U. S. High Commissioner Paul V. McNutt, now visiting the United States, was born, 1891.
- 20: Margarita de Ayala, philanthropist, was born, 1826. Assemblyman Margarito E. Revillas was born, 1899.
- 21: Assemblyman Daniel Maramba was born, 1870.
- 22: Apolinario Mabini was born, 1864.
- 23: The first Nationalist Congress was held in Turkey, 1919.
- 24: Bolivar, the greatest South American patriot, was born, 1783. Guillermo E. Tolentino, sculptor, was born, 1890.
- 25: Festival of St. James the Greater.
- 26: George Bernard Shaw, playwright, was born, 1856.
- 27: Direct wireless communication was established between Japan and the United States, 1915.
- 28: Corot, famous artist, was born, 1796.
- 29: Benito Mussolini, Italian dictator, was born, 1883.
- 30: A general election was first held in the Philippines, 1907. Henry Ford was born, 1863. Archbishop O'Doherty was born, 1874.
- 31: Loyola, founder of the Jesuit order, died, 1556.

## THE OLDEST CHURCH

*(Continued from page 242)*

brought from China leads one to the second floor. The stair-case is worth seeing, as are also some of the numerous paintings which hang in the church and convent.

In the upper part of the convent is a library. The British, during the invasion of 1762, are charged with having carried away a number of the rarest books and the most important documents and manuscripts, so that at present only a few valuable books and manuscripts remain in the library.

There are numerous other rooms and corridors in the church and convent, such as the recreation hall, cloisters, a private chapel, the dining room, etc. One may descend by a curious circular stairway to the former dispensary and storehouse and the old dining room with its unique decorations on the ceiling.

The convent was designed by the same great architect, Herrera, who designed the church, but his plans were not entirely followed, and many minor changes and additions have been made during the intervening centuries.

## COFFEE

*(Continued from page 257)*

shrubs are raised from seed sown in nurseries, and afterwards planted in moist and shady places on sloping ground. Care is taken to plant the shrubs so that at certain seasons the roots will be constantly surrounded with moisture.

When the fruit is ripe a cloth is placed under the tree and the fruits are shaken down. Then the berries are placed on mats and dried in the sun. The husk is later removed by heavy rollers.

The best coffee comes from Mocha, but Java and Central America also produce large quantities of excellent coffee. Brazil in South America grows abundant crops — more than any other country. Coffee is also grown in the Philippines to some extent.

It has been estimated that the world's supply of coffee is more than two billion pounds a year. The

Anyone who will take the time to be shown through this noble edifice by one of the accommodating fathers in charge will find a visit to the Church of Saint Augustine, oldest church in the Philippines, to be most interesting.

greatest coffee-consuming countries are the United States and the countries of northern Europe.

The refreshing action of coffee is produced by a drug called caffeine (pronounced caf-een). The pleasant smell is produced by an oil which is largely developed by the roasting process.

Coffee is an important article of commerce. The coffee exported each year from Brazil alone is valued at more than 500 million pesos.—*Adapted from the Concise and the Compton Encyclopedia.*

## STORY OF A FAILURE

*(Continued from page 250)*

having always followed the dictates of his conscience and of having always done his best?

Thus lived and died Apolinario Mabini, a man who considered himself a failure. Whether or not Mabini was a failure, you, reader, will decide for yourself.—*Adapted from Philippine Prose and Poetry.*

## WEATHER QUESTIONS

*(Answers from page 233)*

- |        |        |
|--------|--------|
| 1. Yes | 5. Yes |
| 2. Yes | 6. Yes |
| 3. No  | 7. Yes |
| 4. No  | 8. No  |

## WHEN SCOUTS WENT

*(Continued from page 256)*

gan to scrape the clay off. "I wonder what kind of a stone this is. It's so shiny. Guess I'll show it to our high school principal."

A few days later Esteban showed his rock specimen to Mr. Diaz, the principal of their school, who knew something of geology. Mr. Diaz examined it carefully.

"Come with me, Esteban. We are going to have it examined by an expert," said Mr. Diaz in a few minutes.

Soon they were at an assayer's office. The head assayer looked at it. Then he made some tests.

"Where did you find this, my boy?" the assayer asked. Esteban told him.

"Do you know what this is?"

"No, sir," said Esteban. "What is it?"

"Well, young man, you found a gold nugget—a fairly large one. This nugget is worth, I should judge, about two thousand pesos. Leave this with me and we shall soon find exactly what it is worth."

Esteban could hardly believe his ears. Two thousand pesos! That would put him through college.

The news soon spread, and everybody was con-

gratulating the boy upon his discovery. One of the first was Rolando.

"That afternoon we went hiking I was not so unlucky after all," said Esteban. "Coy found a flower, Fil found a bug—no, I mean a beetle, Jo found a chrysalis, and Art found a feather. But I found a college education!"

"Anything can happen when a scout goes hiking," answered Rolando.

## REVIEW

1. Did you find this story interesting? Why?
2. Tell something about orchids.
3. Tell something about the hercules beetle.
4. What is a chrysalis?
5. Tell something about the giant moth.
6. Tell something about the bleeding-heart pigeon.
7. What is a legend?
8. Tell the legend of the bleeding-heart pigeon.
9. Has gold ever been mined in the Philippines? (Yes, and some gold nuggets have been found.—*The Editor*.)
10. What did Esteban mean when he said, "I found a college education"?

## SYMPHONY ORCHESTRA

*(Continued from page 257)*

## REVIEW QUESTIONS

1. Can you name the instruments of the woodwind section?
2. Have you examined the picture of each instrument? (See page 243.)
3. Can you tell about each of the following instruments: (a) flute, (b) piccolo, (c) oboe, (d) English horn, (e) clarinet, (f) bass clarinet, (g) bassoon, (h) contrabassoon?
4. What is a reed?
5. Can you name the single-reed instruments of the woodwind section? The double-reed instruments?
6. Which ones have no reed?
7. Which is the smallest woodwind instrument?
8. Which is largest woodwind instrument?
9. Which woodwind instruments have you seen and heard?
10. Which woodwind instruments can play a solo? (All except the contrabassoon.)
11. What are the most ancient types of woodwind instruments? (Flute, oboe)
12. What ancient nations had instruments of the oboe type?
13. How was the flute regarded by the ancient Greeks?



## FROGS AT SCHOOL

by George Cooper

Twenty froggies went to school  
Down beside a rushy pool ;  
Twenty little coats of green,  
Twenty vests all white and clean.  
"We must be in time," said they ;  
"First we study, then we play ;  
That is how we keep the rule,  
When we froggies go to school."  
Master Bull-frog, grave and stern,  
Called the classes in their turn ;  
Not one dunce among the lot,  
Not one lesson they forgot .  
Polished to a high degree ,  
As each froggie ought to be,  
Now they sit on other logs ,  
Teaching other little frogs .

## TEACHING YOUR DOG

*(Continued from page 252)**"Jump the Rope"*

The best way to teach a dog to jump over a rope or through a hoop is as follows: Hang a rope just high enough so that he cannot step over it; place him on one side of the rope and you remain on the other with a piece of meat. Reach over the rope, holding the meat out to him. As he reaches for it, gradually move it away from him, and then suddenly move it over the rope, saying "over." He will want the meat, so he will jump over. After a few lessons you can gradually raise the rope. Later use a hoop.

*"Dead"*

Teaching a dog to play "dead" is merely a matter of obedience, or making him stay in one position until you say "get up."

*"Say Your Prayers"*

Another cute trick to teach your dog is to "say your prayers." Place the dog in a standing position with his forepaws resting on the seat of a chair, and his head between his paws. Stroke his head and repeat the command "say your prayers" until he associates those words with the action. Teach him that he must stay in that position until you say "amen."

## REWARD OF KINDNESS

*(Continued from page 237)*

give her dear teacher a present just as the other children were doing.

The two little girls divided the handkerchiefs as Nenita suggested, and at that moment a feeling of friendship sprang up between the two.

"Oh, Nenita, you are so good and kind," said little Rosario, and her eyes shone.

That night two mothers learned of the new friendship.

"Mother," said Nenita, "that new little girl, Rosario, is just lovely, and we are good friends already. May I invite her to our home?"

"Yes, indeed," said Nenita's mother.

"Mother," said Rosario, "I think Nenita is the kindest, most unselfish little girl I have ever met, and we are good friends already. May I invite her to visit me?"

"Yes, indeed," said Rosario's mother.

And that night the two little girls thought of each other and were happy.

## ANSWER THESE

1. Did you like this story? Why?
2. If you are kind to a person, what will be your reward perhaps? What is the reward of kindness?

## GOOD TEETH

*(Continued from page 245)*

Unless the pyorrhea sufferer *immediately* goes to the dentist for treatment, the infection continues, and the soft bone surrounding the teeth is rapidly dissolved. The attachment to the teeth of the soft gum tissues is destroyed. In severe cases of pyorrhea the teeth become loose and are finally lost.

If a person has pyorrhea, it is very necessary to have treatment from a dentist. No medicine has ever been found which will cure pyorrhea. The only known remedy is removing all irritating substances, the polishing of the exposed surface by a dentist, and afterward the proper use of a tooth-brush and tooth-paste to keep the teeth and gums in a healthy condition. Any one who has a tendency to have pyorrhea should visit the dentist three or four times a year.

*A Rule for Good Teeth*

Remember this rule if you wish to have good teeth: Brush your teeth twice each day, and see your dentist twice each year. By observing this rule you will have good teeth all your life, and will not have any of the aches caused by decayed teeth.





### A Selected Composition

#### GROWING CORN

DURING our two months of vacation I planted some hills of corn in our back yard.

After a week the small shoots appeared above the ground. I was happy, because I had some corn growing which was my very own.

Each day I cultivated the soil around my corn, watered it if necessary, pulled up the weeds, and took good care of it.

After a while some ears of corn appeared on my plants, and within a few weeks they were large enough to be gathered.

Then we picked the ears of corn, cooked them, and had a feast at our home. Some of the ears were boiled, and some were roasted.

I think any boy of my age will be repaid if he will do the same thing which I did.—*Jaime M. Dimapilia* (12 years old).

### Making Handkerchiefs

#### Prize Composition

By *LYDIA S. GABRIEL*  
(14 years old)

I SEARCHED through my mother's basket of remnants of cloth to find material for making handkerchiefs.

For my first handkerchief I found some pieces of colored silk cloth. I sewed these together neatly in an attractive design. Then I bought some lace and trimmed the edges of my handkerchief with it.

For my second handkerchief I used pieces of white dimity instead of silk. I placed a little piece of embroidery in one corner, and decorated the edges of the handkerchief with fancy stitches of colored thread.

By and by both handkerchiefs were finished. Then I laundered and ironed them. I was surprised to find that I had made two nice handkerchiefs from scraps of waste materials which might have been thrown away.

I wrapped the silk one in

### Earning My First Three Pesos

#### Prize Composition

By *LUCENA DELIMA*  
(14 years old)

THIS is how I earned my first three pesos: There was a *tambes* tree growing near our house and it was loaded with large, ripe fruit. It was the only *tambes* tree in that vicinity.

I asked the owner if I might pick the fruit, sell it, and divide the money equally. To this plan the owner agreed. The next day the fruit was picked, and quickly sold for six pesos. It was not difficult to sell the fruit.

My share of the money was three pesos, and with it I bought myself a present of a pair of new shoes which I wore to church the next morning.

tissue paper, tied it with a ribbon, and attached a card on which I had written a cheery little rhyme. That one I gave to my friend for a birthday present. The other one I kept.

## CHATS with the EDITOR

FIRST thing, the Editor wants to say a word to principals of high schools and elementary schools. What we have in mind is this: Almost every school has several teachers whose work is outstanding. Other teachers would like to profit by the work of these outstanding instructors. Therefore it would be doing other schools in other provinces a favor if you would ask such teachers to prepare material for publication in *The Young Citizen*.

There are some principals who collect material from their teachers, and from time to time send us a package containing a number of articles. As soon as possible this work is read, passed upon, and accepted articles are published. Then payment is mailed to that principal, who, in turn, distributes the money to the teachers whose articles were accepted.

A splendid plan. Try it, principals and head teachers. The Editor will consider it a favor if you will mail a number of articles from your school. But—don't forget to enclose re-

turn postage, "just in case."

Next, a word to *everybody*: We are glad to receive suggestions which will help us make *The Young Citizen* a better, more useful, more interesting magazine. And if you like our magazine, we would appreciate having you write and tell us so. If there are certain sections which you especially enjoy, write and tell us so. If you think some particular article is especially good, write and tell us so. That will help us judge as to whether or not our magazine is meeting the desires and needs of our readers.

Now we have something to say to every writer and would-be writer for *The Young Citizen*: It is a long time until Thanksgiving Day (November 30, 1939) and Christmas and New Years. Probably none of the readers of *The Young Citizen* are thinking about these holidays as yet. But the Editor is thinking about them; that is, already we are getting material prepared for the Thanksgiving issue, the Christmas issue, and the New Years issue of *The Young Citizen*.

Writers, young and old, teachers, pupils—everybody: the Editor wants your help. Can you write a good Thanksgiving story, or a good Christmas or New Years story for little people? Or for older boys and girls? Can you think of some clever holiday material for pupils in the primary grades? Now is the time to get it ready and send it in. If you wait until November or December and then send us your contribution, it is too late. Our magazine has to be planned weeks and months in advance. So, get to writing your holiday articles now, and earn some extra Christmas money. Don't delay!

Remember, the Editor depends very much upon the excellent articles sent us by outstanding teachers, bright pupils, and others in order to make *The Young Citizen* an attractive and useful magazine for young people. Will you not give us your help, and thereby add a few extra pesos to your salary? With your help *The Young Citizen* will continue to be a splendid, high-class magazine—*The Magazine for Young People*.—*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:

The What-Are-You-Doing? Club  
Care of Community Publishers, Inc.  
Publishers of *The Young Citizen*  
P. O. Box 685. Manila, Philippines



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