

# THE YOUNG CITIZEN

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# Announcement to Teachers:

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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, puzzles, jokes, poems, and playlets. We also wish to buy several good serial stories. Interesting stories less than 200 words in length are desired for Little People.

### 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:

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The Young Citizen  
Care of Community Publishers, Inc.  
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# THE YOUNG CITIZEN

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MAY · 1939

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*Dr. I. Panlasigui*

THE MAGAZINE FOR YOUNG PEOPLE



*The* MESSAGE *this* MONTH

## THE MONTH OF MAY

This is the month of May.

It is one of the months that I like best. Why?

First, because it is the month of vacation. I do not go to school. I can play every day. I can go out of doors and enjoy the sunshine and the air.

Second, because in the month of May there are very many beautiful flowers. The trees and the grass are green. Many trees have an abundance of fruits. And there are also many birds and butterflies. I enjoy the flowers, the trees, and the birds.

I am out of school but I can still learn many things. The flowers can teach me how to be pleasant always to everybody. The flowers can make people, even the sick, happy. So I could learn that lesson from the flowers. If flowers can make people happy why can't I?

I can learn a lesson also from the green trees. They are green and give plenty of shade, where children can play. During the summer the sun is very hot. People want a cool place to stay in. If the trees do not give a cool shade the children do not play under them.

So if I am always cool and do not get angry—if I am always as friendly as the green trees, then I will make many friends who will play with me and be happy with me. My friends and I will be as happy as the birds.

I like the month of May because I learn many lessons from the flowers, the trees, and the birds.

The month of May makes me happy.

—DR. I. PANLASIGUI

A. POEM FOR THIS MONTH**Vacation Days**

By ANGEL V. CAMPOY \*



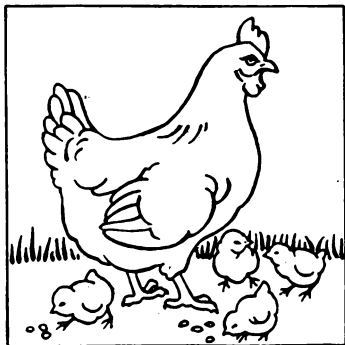
VACATION days are here  
 -again,  
 The days of play 'mid shady  
 bowers,  
 The days of sports and out-door  
 games,  
 And pleasant summer hours.  
 We've put our school-books  
 all away,  
 With school and lessons now  
 we're done;  
 School days are over—lessons  
 too—  
 It's time to have some fun.

We'll make our muscles big  
 and strong,  
 By work and play from dawn  
 till night;  
 We'll make red cheeks and  
 well-tanned skin,  
 And shining eyes that sparkle  
 bright.  
 And when vacation days are  
 o'er,  
 And we are healthy, tanned,  
 and strong,  
 To school again we'll gladly  
 go,  
 And study lessons all day  
 long.

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

FOR FIRST GRADERS**Mother Hen**

By QUIRICO A. CRUZ \*



See mother hen.

See the baby chicks.

Mother hen is big.

The baby chicks are little.

Mother hen says, "Cluck, cluck!"

Mother hen and her baby chicks  
are in the garden.

They are eating corn.

**Can You Tell?**

1. How many chicks are there?
2. What does mother hen say?
3. What does mother hen eat?
4. Will the baby chicks grow big?

**Something to Do**

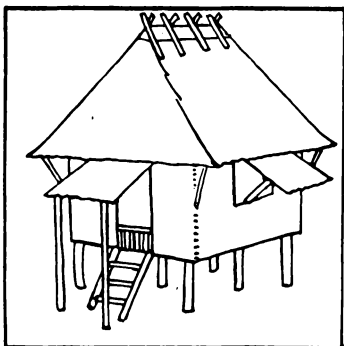
1. Get a piece of white paper without lines.
2. Trace mother hen.
3. Color mother hen red and brown.
4. Make some green grass.
5. Make some yellow corn.
6. Get another piece of white paper without lines.
7. Trace the baby chicks.
8. Color the baby chicks yellow.
9. Cut out the baby chicks.
10. Paste them around mother hen.

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

FOR FIRST GRADERS

# My Little House

By QUIRICO A. CRUZ



Look at this house.  
 This is a little house.  
 Father lives in this house.  
 Mother lives in it.  
 Brother and I live in it, too.  
 We all take care of it.  
 Our house is new.  
 It is a good house.

## Can You Tell?

1. How many windows are there?
2. How many doors do you see?
3. How many steps are there?
4. Is this a big house?

## Something to Do

1. Get your colored sticks ready to make a house.
2. Make the roof out of your brown sticks.
3. Make the walls out of your white sticks.
4. Make the windows out of your green sticks.
5. Make the door out of your green sticks, too.
6. Use brown sticks to make the steps.
7. Make the posts out of yellow sticks.
8. Get four long, red sticks.
9. Place them around your house. Now you have a nice stick house.

FOR SECOND GRADERS**Rosa's Birthday Cake**

Last week Rosa was seven years old.

Mother made her a cake.

It was a birthday cake.

Mother put seven candles on it.

She lighted the candles.

Then she put the cake on the table.

It was a pretty cake.

Rosa saw the cake. She said, "Thank you, Mother. What a nice cake you made!"

Here is a picture of Rosa's cake. Can you draw a picture of it? Place seven candles on it.

**Understanding Sentences**

By MRS. EXEQUIELA B. BALINTAG \*

Read each question carefully. Then write YES or NO on each blank line.

- |  |   |
|--|---|
| 1. Can a boy run? _____                  | 9. Does a hen like to swim? _____               |
| 2. Do goats jump? _____                  | 10. Does a duck like to swim? _____             |
| 3. Can a fish laugh? _____               | 11. Are all gardens planted with flowers? _____ |
| 4. Can a carabao fly? _____              | 12. Do all carabaos have four feet? _____       |
| 5. Are you older than your father? _____ | 13. Can some birds sing? _____                  |
| 6. Can a fish swim? _____                | 14. Are all flowers red? _____                  |
| 7. Do cats catch mice? _____             | 15. Can a carabao sing? _____                   |
| 8. Are all boys brothers? _____          | 16. Can a dog run? _____                        |

\* Teacher, Elementary School, Baclayon, Bohol.



FOR SECOND GRADERS**The Watching Stars**

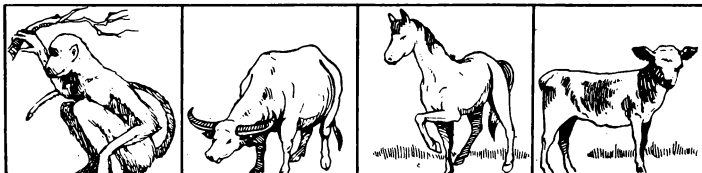
All the night, when I am sleeping, while the silent  
 hours go by,  
 Little stars their watch are keeping far above me:  
 in the sky.

**My Picture Spelling Book**

## IV. ANIMALS

This is the fourth 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. \_\_\_\_\_  
 \_\_\_\_\_



monkey

carabao

horse

calf

FOR THIRD GRADERS**The Friendly Cow**

By ROBERT LOUIS STEVENSON



**T**HE friendly cow, all red and white,  
 I love with all my heart;  
 She gives me cream with all her might  
 To eat with apple tart.

**Find the Undesirable Word**

In each of the following groups of words describing workers, there is one word which describes a kind of a worker you would NOT want to be. Draw a line under the wrong word in each group.

I.

A worker should be  
 honest                      happy                      neat                      careless.

II.

A worker should be  
 careful                      lazy                      quick                      strong.

III.

A worker should be  
 truthful                      polite                      rude                      willing.

IV.

A worker should be  
 patient                      untidy                      unselfish                      kind.

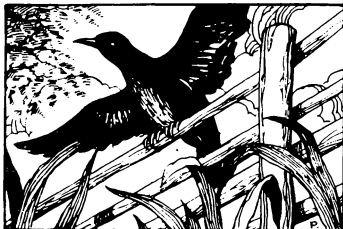
V.

A worker should be  
 slow                      thrifty                      busy                      useful

—Adapted from *The Grade Teacher*.

FOR THIRD GRADERS**The Crow**

By NINA B. HARTFORD



**C**AW, caw, caw,  
 We hear at early dawn;  
 The crow wakes up before the sun,  
 To eat the farmer's corn.

**Some Bird Riddles**

I.

I am a large, handsome bird. My bill is big and red. I have long, black eyelashes. I eat insects and fruits. My home is in a hole high up in a tree. What am I?

II.

I am a black bird. I have an ugly voice. I say "Caw! Caw!". I build my nest in the top of a tree. I like to eat corn, grasshoppers, and other insects. Sometimes I am called a "corn-thief." What am I?

III.

I am a pretty bird. I make people happy with my songs. Often I build my nest in a mango tree. My coat is yellow and black. My wings and some of my tail feathers are black. What am I?

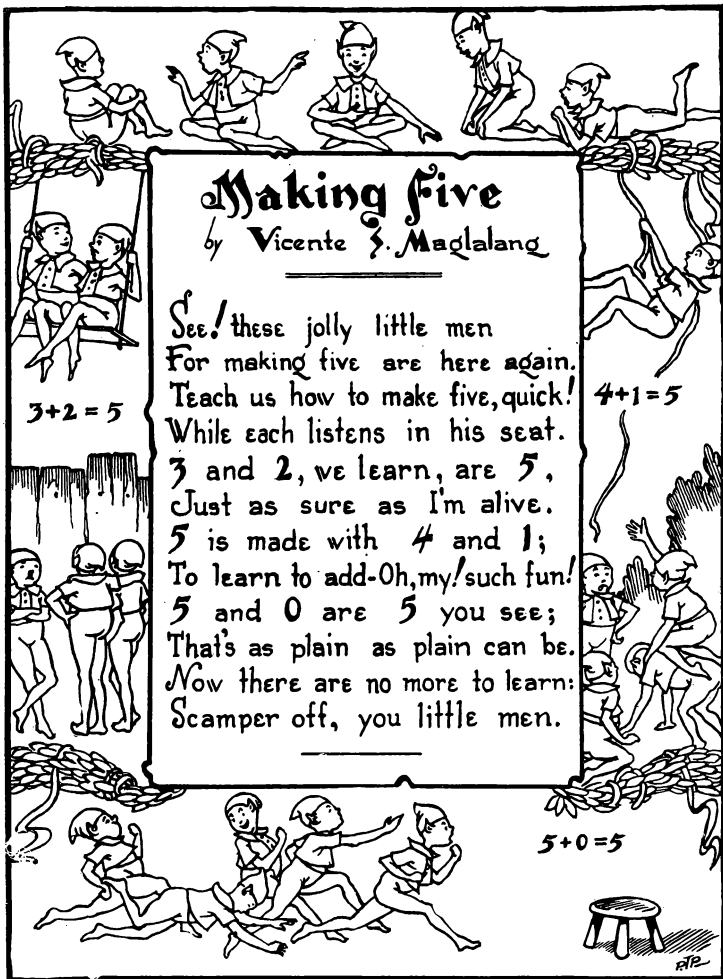
IV.

I am called a bird of prey. I have strong claws and a curved bill. I hunt in the daytime. I eat grasshoppers, mice, frogs, and small snakes. What am I?

V.

I am a small bird. My tail is stiff and pointed. My bill is straight and chisel-like. My coat is all black, but my head and crest are scarlet. My breast is white. I make my home in the trunk of a tree. I use my sharp bill to drill holes in tree trunks. What am I?

*(Please turn to page 180 for the answers.)*



## Making Five

by Vicente S. Maglalang

See! these jolly little men  
 For making five are here again.  
 Teach us how to make five, quick!  
 While each listens in his seat.  
 3 and 2, we learn, are 5,  
 Just as sure as I'm alive.  
 5 is made with 4 and 1;  
 To learn to add—Oh, my! such fun!  
 5 and 0 are 5 you see;  
 That's as plain as plain can be.  
 Now there are no more to learn:  
 Scamper off, you little men.

$$3+2=5$$

$$4+1=5$$

$$5+0=5$$

## A LITTLE STORY FOR LITTLE PEOPLE

# Two Little Brothers

By MRS. JOSEFINA ARQUIZA-SANTOS \*

**J**UNIOR AND ROLLING are two little boys. They live in a house near the seashore. Their house is made of nipa and bamboo.

Sometimes in the morning after breakfast they play on the shore. Sometimes they play in the water. They sail paper boats on the water. Sometimes they try to swim. They dig holes in the sand. They pick up shells on the shore. They give the shells to Mother.

Mother is a teacher. She goes to school every day. She loves her two little boys very much. Sometimes she takes Junior and Rolling to school. They like to go to school with Mother, so they can play with the other children.

They like to hear the children sing. They learn to sing the "Good Morning" song, and "Fido and his Master." They enjoy seeing the beautiful pic-

tures in the story books.

These two little boys are very good. They greet Mother and Father when they wake up in the morning. They say goodnight to Father and Mother before they go to bed. They say their prayers before they go to sleep. When Father and Mother come home from work, they run to meet them.



Junior and Rolling play well together. They do not quarrel, and they do not get angry with each other. If either one has some candy, he divides it with the other brother.

Do you not think Rolling and

Junior are fine boys?

### READ AND ANSWER

1. Where do Junior and Rolling live?
2. What do they do on the shore?
3. Do you like to play on the seashore?
4. Who takes Junior and Rolling to school?
5. Why do they like to go?

\* Teacher, Isabela Elementary School, Isabela, Zamboanga City.

## READING TIME FOR YOUNG FOLKS

## Dadoy and the Fat Dalag

By M. RAÑESSES



**D**ADROY was a lazy man. He sat in his house all day long and did not go out to work. He depended upon his sons and daughters for food and clothing.

One afternoon Dadoy was alone at his home. His children had been gone since early morning. Dadoy was hungry, so he was forced to go to a nearby brook to try to catch a fish for his food.

When he arrived at the bank of the brook, he saw a fat *dalag*.<sup>\*</sup> He said, "Dalag, I am glad you are here. I shall catch you for my supper."

"Friend Dadoy," said the *dalag*, "don't catch me, for near my house there is a large lobster. He is under a big stone in the brook and you can catch him easily. Go and catch that lobster for your supper, but don't catch me."

Dadoy followed the advice of the fat *dalag*. He went to the large stone in the brook, and carefully felt under it with his hand. Sure enough, there was a sleeping lobster under the stone, and Dadoy caught him easily.

Dadoy was happy. Here was an excellent supper. He took the lobster home, cooked it, and ate it. When his children arrived home, they saw the lobster shell, and they wondered how their lazy father had caught a lobster, which evidently was a big one, judging from the size of the shell.

Dadoy told his story. He told about the fat *dalag* telling him to look under a stone in order to catch a lobster.

From that time until now the Negritos catch a lobster by reaching for it under a stone. If you ask them who taught them how to catch a lobster that way, they will say, "The fat *dalag* of the brook taught Dadoy, and we learned it from him."

<sup>\*</sup> *Dalag*, a Philippine fish used for food.

# Jose Becomes a Reader

(A Playlet in Three Scenes)

Based on the Serial by B. Hill Canova  
"Maria's Companions"

## THE PLAYERS:

MARIA, who finds companions in books.

JOSE, who does not like to read.

ANITA, a friend of Maria.

PEDRO, brother of Anita.

TOM SAWYER, recent friend of Maria.

HUCK FINN, friend of Tom Sawyer.

ROBINSON CRUSOE, old friend of Maria.

FRIDAY, servant of Robinson Crusoe.

HEIDI, friend of Maria and Anita.

KIT and KAT, Dutch twins, friends of Maria.

THE PHILIPPINE TWINS, also friends of Maria.

JOE GREEN, groom of Black Beauty.

JOHN SILVER, a famous old pirate.

MEG, JO, BETH, and AMY, four little women who are companions of Maria.

BOBBY, friend of Maria.

SUE, sister of Bobby.

## THE PLAY:

### SCENE I

*The living room or sala at Maria's home. In the center of the room is a table on which several books and magazines are lying. Maria is seated, reading a book. A knock is heard. Maria goes to the door.*

Maria: Come in, José.

José: What are you doing this afternoon, Maria?

Maria: Reading.

José: Reading! Huh! What in the world are you reading for? Can't you find anything else to do?

Maria: I like to read. Don't you?

José: No, I don't. Books are no good. Over at Central School they're always fussing with us, trying to get us to read books. Books! Books! I'm sure I don't want to read any books.

Maria: That's too bad, Jo, because I think you're missing lots of pleasure by not reading books. Maybe some day you'll think differently. Say, Jo, I have an invitation for you. Will you accept it?

José: Sure, Maria. What is it?

Maria: You remember my friend Anita?

José: I'll say I do. She's that mighty nice girl who was visiting you last vacation.

Maria: Well, Anita will be here tomorrow. And her brother Pedro is coming with her. I want you to come

and meet Pedro. I know you'll like him. So come on over tomorrow. There'll be Anita and Pedro and you and I. And I'll have a few other friends here, too.

José: That's fine, Maria. Thank you very much. I'll be here sure. But who are the other friends you're inviting?

Maria: I think you've never met any of them, Jo.. But you'll like them, so come on.

José: Okay, Maria. I'll be here, especially since Anita will be here. Good-bye. (*José leaves.*)

Maria: (*Thinking to herself out loud*) So, Mr. José, I'm going to introduce you to some of my book companions.

Maybe you'll change your mind about reading. (*Curtain*)

.SCENE II

*The sala at Maria's home. Two o'clock the next afternoon. Maria, Anita, Pedro, and José are talking.*

Anita: How lovely of you, Maria, to have a party this afternoon. Whom have you invited?

Maria: Oh, they are all old friends. You know them. Pedro knows most of them, too. I am afraid Jo has never

met any of them, but he'll soon get acquainted, and I know he'll like every one of them. Won't you, Jo?

José: I will if they're all as nice as Anita. (*Anita blushes and looks embarrassed.*)

Pedro: Say, Jo, you certainly are becoming sentimental. (*A knock is heard.*)

Maria: I think our guests are beginning to arrive. (*Goes to the door and opens it.*) Come in, Tom Sawyer and Huck Finn. (*Tom and Huck enter.*) I want you to meet my friends.

José: (*Aside to Anita*) Who is Tom Sawyer? I never heard of him.

Anita: Tom, my friend José here would like to know who you

are. He has never heard of you.

Tom Sawyer: Well, I'm Tom Sawyer and I live at my Aunt Polly's house. One Friday afternoon I stayed out of school without her permission and went swimming. So Saturday afternoon Aunt Polly made me whitewash the fence. Soon some of the other boys came along. I thought of a plan to make them do the work. I made believe that I liked the job. They all kept asking me to let them whitewash.



*They read good books.*



Finally I traded chances to whitewash for fruit, tops, marbles, a door-knob, a broken harmonica, a frog, a dead cat, and all the other things the boys had. I am a storybook boy, Jo. Have you ever read about my friend Huck here and me?

José: No. I don't like to read.

Tom Sawyer: Well, you can read about this and other exciting adventures that Huck and I had in a book called *The Adventures of Tom Sawyer*. It was written by Mark Twain.

Pedro: Yes, I know about both of you, Tom. I saw you in the movies. (*A knock is heard. Maria goes to the door.*)

Maria: Come in; Robinson Crusoe. I see you have your man Friday with you. I want you to tell us about your home in the island. (*Crusoe and Friday enter.*)

Robinson Crusoe: I'll tell you about how I got this man whom I named Friday. One day I was walking along the seashore when I saw some prints of bare feet in the sand. I was afraid! I decided I'd see who made the tracks. The next day I saw some smoke near where I saw the tracks. I saw some men ready to kill another man and eat him. I shot off my gun and scared the men away. I went down to the shore and cut the vines which held the poor fellow's feet. Then I took him home with me. I called him Friday because that is the day I got him. That is only one of the exciting things that

happened to me.

José: (*Aside to Anita*) I wouldn't mind to know about some more of those exciting adventures of Robinson Crusoe. (*Heidi comes in.*) Who's that nice looking little German girl with her hair in pigtails?

Anita: That's Heidi, the little Swiss mountain girl. Didn't you ever hear about her? Maybe she'll tell you who she is. Will you, Heidi?

Heidi: I live with my grandfather in the Swiss Alps. We have a cozy little mountain cabin. I used to live in a beautiful house down in the city, but I like my mountain home better. (*Kit and Kat enter.*)

Anita: Oh, here come more guests. They are Kit and Kat, the Dutch twins. And look! Here come some other twins. They are the Philippine twins.

José: (*Looking out of the window*) Look at that handsome black horse coming up the driveway. There's a man riding him.

Anita: Yes, that is a famous horse called Black Beauty, and the man riding him is Joe Green, the groom. Black Beauty and his groom Joe are acquaintances of Maria. She learned to know them by reading a book by Anna Sewell called *Black Beauty*. Come in, Joe. (*Joe Green enters.*)

Pedro: Oh, there is someone I never saw before coming up the walk. Why, he walks with a crutch. I wonder who he is. (*As John Silver gets nearer to*

*(Please turn to page 178.)*



## The Young Citizen Pantry



**E**GGs contain all the elements necessary to support the body. Two eggs are equal in food value to one-third of a pound of beef. Eggs are a valuable substitute for meat.

It is important to cook eggs at a low temperature so they will be digested easily. If cooked in boiling water they become tough and hard to digest.

We include a number of excellent egg recipes in this issue of *The Young Citizen*.

### *Bacon and Eggs*

Bacon and eggs, or ham and eggs, is a breakfast dish the world over. Fry the eggs as desired; place two eggs on a plate with two or three slices of bacon or a slice of ham. Garnish with a sprig of any suitable green leaf.

### *Boiled Eggs*

Place the desired number of eggs in a pan of boiling water. Remove the pan from the fire so the water will not boil, and allow it to stand for six or eight minutes to cook soft-boiled eggs, or for forty or forty-five minutes to cook hard-boiled eggs. Plunge into cold water.

### EGGS AND EGG RECIPES

#### *Poached Eggs*

Have ready a frying-pan or a sauce-pan two-thirds full of boiling water, allowing one-half tablespoon of salt to each quart of water. Break each egg separately into a saucer and carefully slip it into the water. The water should cover the eggs. When there is a film over the top, and the white is firm, carefully remove the eggs from the water and put them on pieces of buttered toast. Always serve poached eggs hot.

#### *Poached Egg for Luncheon*

A delicious luncheon dish is made by serving a poached egg on a thick slice of fried tomato which has been placed on buttered toast. Slice a firm tomato, roll in flour, and fry with lard. Season with salt and pepper.

#### *Baked Eggs in Tomatoes*

Select well-shaped, firm tomatoes and cut off the stem end. Take out enough of the pulp so that each shell will hold an egg. Place the tomatoes in well greased baking pans, drop in the egg carefully, sprinkle with pepper and salt, and put a small piece

of butter on top of each. Bake until the tomato is soft and the egg is set. Serve on buttered toast.

#### *Dutch Eggs*

Cut in half lengthwise firm sweet-peppers. Fill with a well seasoned mixture of bread crumbs and chopped tomatoes. Place an egg in the center and bake until the pepper is soft and the egg is well set.

#### *Stuffed Eggs*

Cut six hard-boiled eggs in halves lengthwise; remove the yolks and mash them. Add three tablespoons of melted butter, two tablespoons of mayonnaise, and salt to taste. Stuff this mixture into the white of the eggs, and place them with the cut side down on lettuce leaves.

#### *Plain Omelet*

For omelets select large eggs, allowing one egg for each person. Break four eggs into a dish, add seasoning and one tablespoon of hot water or milk. Beat lightly with a fork just enough to mix yolks with whites. Pour into a hot greased pan and fry slowly, moving or lifting the baked portions with a fork, and letting the uncooked egg run underneath the cooked sur-

face. When firm, fold over and bake until brown on both sides.

#### *Scrambled Eggs with Calf's Brains*

Soak the calf brains one hour in enough cold water to cover them. Remove the membrane, and parboil twenty minutes in boiling, salted water with one tablespoon of lemon juice or vinegar. Drain and put in cold water; as soon as cold, drain and separate in small pieces. Beat four eggs slightly, add one-half of a cup of milk, one-half of a teaspoon of salt, one-eighth of a teaspoon of pepper, and the calf brains. Fry and serve on buttered toast.

#### *Scrambled Eggs with Ham*

Cover a thin slice of ham with lukewarm water and let it stand twenty-five minutes. Cut in strips. Put the ham in a pan with two tablespoons of finely chopped onion and two tablespoons of butter, and cook five minutes. If desired, add sliced mushrooms which have been cooked five minutes. Place the scrambled eggs and ham on a serving dish and garnish with some kind of green leaf.

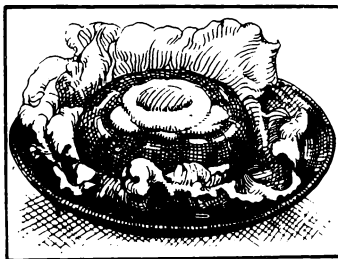
#### *Buttered Eggs*

Put one tablespoon of butter in each compartment of a biscuit tin. Put it on the stove, and when the butter is melted slip one egg into each

compartment. Sprinkle with salt and pepper and cover lightly, moving to the back of the stove. When the whites of the eggs are firm turn them onto a heated platter.

#### *French Poached Eggs*

Put three pints of boiling water in a pudding pan and add one tablespoon of vinegar and one-half of a tablespoon of salt. Stir vigorously



*Baked Egg in Tomato*

around the edge of the saucepan while the water is boiling hard. As soon as a well is formed in the middle of the water, slip in an egg. Move from the fire and let it stand until the white of the egg is set. Take it out of the water with a greased skimmer. Repeat until the desired number of eggs are prepared.

#### *Creole Omelet*

Melt three tablespoons of butter; add two thinly sliced tomatoes, two finely chopped onions, one-half teaspoon of sugar, one-eighth teaspoon of pepper, and one-half teaspoon of salt. Cook twenty minutes.

Spread half the mixture over half of an omelet. Fold, place on a platter, and garnish with the remainder of the tomato and onion mixture.

#### *Cheese Omelet*

Just before folding an omelet, sprinkle with grated cheese which has been slightly seasoned with salt and pepper. After folding, sprinkle again with cheese, and set in a hot oven for a few minutes before serving.

#### *Bacon Omelet*

Dice a quarter of a pound of bacon and fry it until crisp. Use bacon fat instead of butter in an omelet pan, and when the omelet begins to set, sprinkle it with the diced bacon. Minced ham may be used instead of the bacon.

#### *Egg Croquettes*

Poach six eggs until the whites and the yolks are firm. Then place them on a towel to drain. Cook a slice of onion in two tablespoons of butter for three minutes, and then add one-third of a cup of flour. Stir in gradually one cup of milk, and add the yolks of three eggs slightly beaten. Cook until thick and cool. Dip the eggs in the mixture, roll in bread crumbs and grated cheese, dip in beaten egg and roll again in crumbs, fry in deep fat, and drain on brown paper.

## WORK AND PLAY SECTION

# How Fast Can You Add?

By B. HILL CANOVA

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(a) $\begin{array}{r} \underline{\quad} \\ 1\ 0 \\ 1\ 1 \\ 1\ 2 \\ 1\ 3 \\ 1\ 4 \end{array}$	(b) $\begin{array}{r} \underline{\quad} \\ 2\ 1 \\ 2\ 2 \\ 2\ 3 \\ 2\ 4 \\ 2\ 5 \end{array}$	(c) $\begin{array}{r} \underline{\quad} \\ 3\ 2 \\ 3\ 3 \\ 3\ 4 \\ 3\ 5 \\ 3\ 6 \end{array}$	(d) $\begin{array}{r} \underline{\quad} \\ 4\ 3 \\ 4\ 4 \\ 4\ 5 \\ 4\ 6 \\ 4\ 7 \end{array}$	(e) $\begin{array}{r} \underline{\quad} \\ 5\ 4 \\ 5\ 5 \\ 5\ 6 \\ 5\ 7 \\ 5\ 8 \end{array}$	(f) $\begin{array}{r} \underline{\quad} \\ 6\ 5 \\ 6\ 6 \\ 6\ 7 \\ 6\ 8 \\ 6\ 9 \end{array}$	(g) $\begin{array}{r} \underline{\quad} \\ 7\ 6 \\ 7\ 7 \\ 7\ 8 \\ 7\ 9 \\ 8\ 0 \end{array}$	(h) $\begin{array}{r} \underline{\quad} \\ 8\ 7 \\ 8\ 8 \\ 8\ 9 \\ 9\ 0 \\ 9\ 1 \end{array}$	(i) $\begin{array}{r} \underline{\quad} \\ 9\ 8 \\ 9\ 9 \\ 1\ 0 \\ 1\ 1 \\ 1\ 2 \end{array}$
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(j) $\begin{array}{r} \underline{\quad} \\ 1\ 5 \\ 1\ 6 \\ 1\ 7 \\ 1\ 8 \\ 1\ 9 \end{array}$	(k) $\begin{array}{r} \underline{\quad} \\ 2\ 6 \\ 2\ 7 \\ 2\ 8 \\ 2\ 9 \\ 3\ 0 \end{array}$	(l) $\begin{array}{r} \underline{\quad} \\ 3\ 7 \\ 3\ 8 \\ 3\ 9 \\ 4\ 0 \\ 4\ 1 \end{array}$	(m) $\begin{array}{r} \underline{\quad} \\ 4\ 8 \\ 4\ 9 \\ 5\ 0 \\ 5\ 1 \\ 5\ 2 \end{array}$	(n) $\begin{array}{r} \underline{\quad} \\ 5\ 9 \\ 6\ 0 \\ 6\ 1 \\ 6\ 2 \\ 6\ 3 \end{array}$	(o) $\begin{array}{r} \underline{\quad} \\ 7\ 0 \\ 7\ 1 \\ 7\ 2 \\ 7\ 3 \\ 7\ 4 \end{array}$	(p) $\begin{array}{r} \underline{\quad} \\ 8\ 1 \\ 8\ 2 \\ 8\ 3 \\ 8\ 4 \\ 8\ 5 \end{array}$	(q) $\begin{array}{r} \underline{\quad} \\ 9\ 2 \\ 9\ 3 \\ 9\ 4 \\ 9\ 5 \\ 9\ 6 \end{array}$	(r) $\begin{array}{r} \underline{\quad} \\ 1\ 3 \\ 1\ 4 \\ 1\ 5 \\ 1\ 6 \\ 1\ 7 \end{array}$
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(s) $\begin{array}{r} \underline{\quad} \\ 2\ 0 \\ 2\ 1 \\ 2\ 2 \\ 2\ 3 \\ 2\ 4 \end{array}$	(t) $\begin{array}{r} \underline{\quad} \\ 3\ 1 \\ 3\ 2 \\ 3\ 3 \\ 3\ 4 \\ 3\ 5 \end{array}$	(u) $\begin{array}{r} \underline{\quad} \\ 4\ 2 \\ 4\ 3 \\ 4\ 4 \\ 4\ 5 \\ 4\ 6 \end{array}$	(v) $\begin{array}{r} \underline{\quad} \\ 5\ 3 \\ 5\ 4 \\ 5\ 5 \\ 5\ 6 \\ 5\ 7 \end{array}$	(w) $\begin{array}{r} \underline{\quad} \\ 6\ 4 \\ 6\ 5 \\ 6\ 6 \\ 6\ 7 \\ 6\ 8 \end{array}$	(x) $\begin{array}{r} \underline{\quad} \\ 7\ 5 \\ 7\ 6 \\ 7\ 7 \\ 7\ 8 \\ 7\ 9 \end{array}$	(y) $\begin{array}{r} \underline{\quad} \\ 8\ 6 \\ 8\ 7 \\ 8\ 8 \\ 8\ 9 \\ 9\ 0 \end{array}$	(z) $\begin{array}{r} \underline{\quad} \\ 9\ 7 \\ 9\ 8 \\ 9\ 9 \\ 1\ 0 \\ 1\ 1 \end{array}$	(ab) $\begin{array}{r} \underline{\quad} \\ 1\ 8 \\ 1\ 9 \\ 2\ 0 \\ 2\ 1 \\ 2\ 2 \end{array}$
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**A**BOVE there are many little problems in addition. If you want to acquire rapidity and accuracy in adding, study them as follows: Add the above columns and place your answers below the bottom line of each. When you have finished adding all the problems and have written the answers below each one, cover your answers with a narrow strip of thick paper.

Now add each column again and place each answer above the line at the *top* of each column. Uncover your answers at the bottom and compare them with the answers at

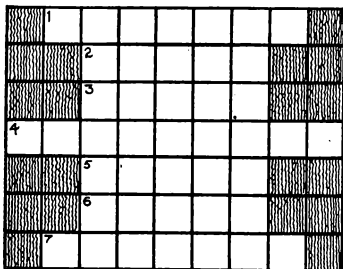
the top. Let your answers remain if you have the same answer at the top that you have at the bottom.

If any of the columns do not have the same answer at top and bottom, erase both answers. Again add each column of which the answer had to be erased in the same way as you did at first. Repeat this until all of the columns have the same answers twice. After learning to add correctly, you will want to learn to add rapidly. Here is the way to learn to add fast.

(Please turn to page 178.)

## An Arithmetic Cross-Word Puzzle

By LORETO V. PALMA \*



### HORIZONTAL:

1. The English plural of the name of a surface bounded by four equal sides and having four right angles.
2. The English term which indicates the

\* Municipal Teacher, San Vicente Elementary School, San Vicente, Camarines Norte.

relation of one number to another, as, for example, 4 is to 8 as 1 is to 2.

3. The English term for a collection of twelve things. The objects may all be of one kind or of different kinds.

4. The English name of a surface having length and width and four angles. The opposite sides are parallel and therefore equal. The length and the width may or may not be equal.

5. The Spanish term in use in the Philippines for a measure of capacity equal to three liters.

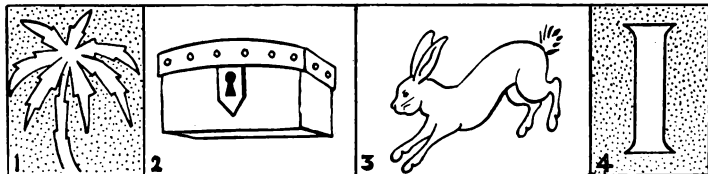
6. The English name for the result in addition.

7. The English plural of the contents of any solid.

(Answers on page 180)

## Parts of Your Body

If you will say the English name of each thing shown in the picture, each word will sound like the name of a part of your body. Write the name below each picture. Then turn to page 180 and check your answers.



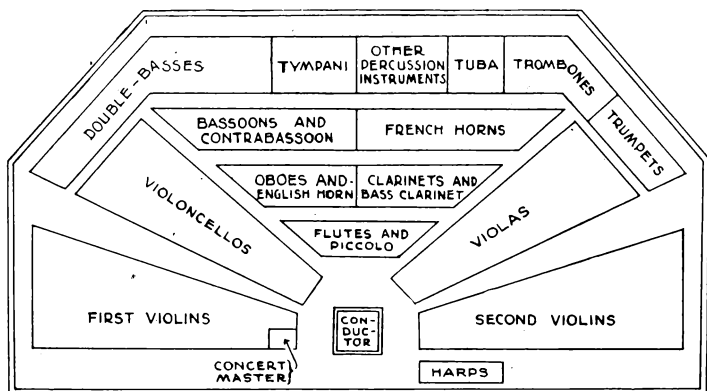
MUSIC APPRECIATION SECTION

# The Symphony Orchestra

By BERT PAUL OSBON \*

*(Continued from the April number)*

## V. THE SEATING PLAN

*Seating Plan of the Orchestra*

WE are told by Harold D. Smith in a book called *Instruments of the Orchestra* that "the orchestra takes its name from the place it occupies in the modern theatre. In the theatre of the ancient Greeks, the orchestra was the semi-circular dancing space for the chorus, between the audience and the stage. Early in the nineteenth century the name of the place [or-

chestra] was given to the group of musicians who occupied it."

The development of modern orchestral music dates largely from the performance of the first opera at Florence, Italy, in the year 1600, although it was Haydn who later arranged the symphony orchestra largely as it is today.

If you have read carefully the articles about the symphony orchestra which have appeared in *The Young Citizen* during the last few months, you have a good general

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

idea of the sections of the symphony orchestra. You will remember, perhaps, that these are (1) the string section (the most important), (2) the woodwind section, (3) the brasswind section, and (4) the percussion section.

Now let us examine the diagram on page 172 which illustrates the usual seating plan of the symphony orchestra. Some conductors change this arrangement slightly, but in general this is the usual plan.

In the first of these articles there was a diagram of the seating plan of the string section; this diagram is now included in the seating plan of the entire orchestra. Notice that all the string instruments—except the double-basses—are placed in the front part of the orchestra. The first violins are always at the left of the conductor as he faces his players, with the concert master at his immediate left. Generally the second violins are just opposite on the right of the conductor. The violoncellos are usually—but not always—behind the first violins, and the violas are frequently—but not always—behind the second violins. The eight or ten ponderous double-basses are on the left side and at the rear of the orchestra. The one or two harps are placed near the front wherever the conductor wishes them.

Now examine the location of the woodwind section. All woodwind instruments are in the center of the orchestra, with the smaller instruments—flutes and piccolo—in front. Behind the flutes are the oboes and the clarinets, while the bassoons are usually farther

back, because they produce lower, deeper tones.

The brasswind instruments are placed well toward the rear of the orchestra. The French horns are near the woodwinds, because the tone of the French horn blends well with the tone of woodwinds. Notice that the trumpets and trombones are near to each other, while the tuba is near the trombones, but behind the other instruments of the orchestra on account of its deep, heavy tone.

The tympani (kettle drums) and other percussion instruments are usually placed in the rear of the orchestra. However, if a celesta is used it is placed somewhere near the front of the orchestra.

The following table shows the number of instruments generally used in a symphony orchestra of about one hundred players. Write these numbers on the seating plan on page 172. There are usually 18 first violins, 16 second violins, 14 violas, 12 cellos, 8 to 10 double-basses, 1 or 2 harps, 1 piccolo, 3 flutes, 3 oboes, 1 English horn, 3 clarinets, 1 bass clarinet, 3 bassoons, 1 contrabassoon, 3 or more trumpets, 4 French horns, 3 trombones, 1 tuba, 1 pair of tympani (sometimes 3 or more), 1 bass drum, 1 snare drum, 1 each of triangle, cymbals, bells, and other instruments of percussion, several of which are often played by one player. Other percussion instruments are used if called for in the music. This is true of the saxophone, the small trumpet, and a few other instruments, which are used only when the composer of the music wishes them used.

*(Please turn to page 180.)*

## MORNING COMPLIMENTS

*Allegretto*

Wm. Luton Wood

*mp*

1. A light lit - tle zeph-yr come float-ing, Just  
2. And then in a soft lit - tle whis-per, As

*mp*

*Ped.* \* *Ped.* \*

break-ing the morn-ing re- pose, The rose made a bow to the  
faint as a perfume that blows, "You're brighter than I," said the

*Ped.* \*

li - ly, The li - ly she bowed to the rose.  
li - ly, "You're fair - er than I," said the rose.



## HEALTH AND SAFETY SECTION

## How to Have Good Teeth\*

(Continued from the April number)

IN the April issue of the *The Young Citizen* we learned about the temporary teeth of young children and the growth of these teeth. We learned that it is important to take care of the temporary teeth. We also learned something about the permanent teeth. Now let us learn more about the permanent teeth and their care.

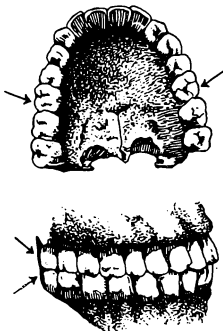
### *The First or "Six-Year"*

#### *Molars*

The first molar teeth (grinders), which are often called the "six-year" molars, are different from the others in many ways. These are the first of the permanent teeth. They are also the largest of these teeth. In the illustration on this page these are the teeth indicated by the arrows. You can easily find a "six-year" molar tooth. It is the sixth tooth counting back from the front center. There are four of these teeth in the mouth, one on each side of the upper jaw and one on each side of the lower jaw. This tooth is different from the temporary or "baby" teeth, because it is not replaced by any other tooth, and it does

not replace another.

However, these teeth do a very important work in the mouth, for they do the chewing during the time in which the temporary teeth are being replaced by the permanent teeth. These teeth also determine the position of the permanent teeth which follow. Therefore they determine the shape of the jaw and the later appearance of the child's face.



*The "six-year" molars (indicated by the arrows) are the most precious teeth in the whole set.*

The loss of this molar tooth from either side of the jaw, above or below, or the loss of its use on account of disease or bad position may have serious results. It appears when a child is about six years of age, and takes its place behind the temporary teeth. It is usually mistaken for one of the temporary teeth and is therefore neglected.

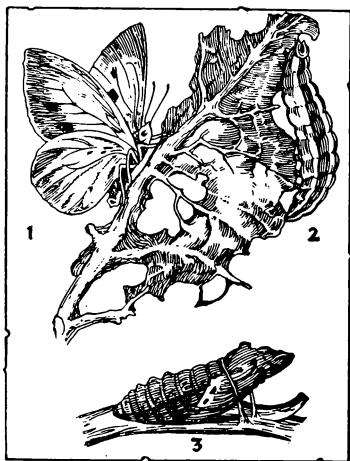
Be sure to watch for the appearance of each "six-year" molar. Take care of them because they are the most precious teeth in the whole set. Remember these are the chief grinders at first, and upon their proper location depends the regularity of the second set, as well as the good appearance of the child's features.

(Please turn to page 180.)

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

## ELEMENTARY SCIENCE SECTION

# Hunting Butterflies and Moths



**I**N some of the islands of the Philippines and the neighboring East Indies are to be found butterflies and moths which are very valuable to collectors, and for which fairly good prices are paid, ranging from one peso to 120 pesos for one specimen. Cloth manufacturers buy beautifully marked species of butterflies and moths to get ideas of new designs for their cloth. Of course, fancy prices are paid for only a comparatively small number of specimens, and many bring only small prices.

The bird-wing butterflies of the East Indies belong to one of the most famous species of butterflies. There are a great many of

this species, but all have the same characteristic—long, slender wings out of all proportion to the size of their bodies, which enable them to fly as swiftly as the birds. Some of them even have markings on their wings which give them the appearance of birds.

A gorgeous yellowish green-and-black butterfly which sells for as much as 120 pesos was discovered by a collector on one of the expeditions sent out to the Dutch East Indies.

Another magnificent butterfly of the bird-wing species has wings heavily "framed" in black with a series of metallic toothed splashes of green running down the length of the wings, and a lovely "collar" of crimson separating the head from the trunk. The English Rajah of Sarawak, on first capturing it, said it should be called the "king" of butterflies, because it is so royal in appearance.

The usual way of catching butterflies is by means of nets on long poles. Some of the species desired by collectors flutter among the topmost branches of trees. In order to get them a platform is built high up between the tree-trunks, and natives, armed with the usual nets on long poles, wait until a desired butterfly comes within striking distance.

After the insects have been captured they must be killed. One should kill them in as

*(Please turn to page 182.)*

## Our Bird Friends

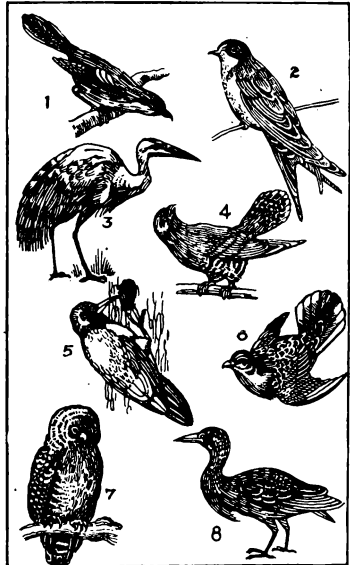
**W**E all like the birds because they sing sweet songs or have beautiful plumage. But we should like many of the birds for another reason. Birds help us very much in the control of insect pests. Examination of the contents of the stomachs of many kinds of birds has shown that they live to a great extent on an insect diet. Therefore we should hesitate in destroying our feathered friends.

Most birds which are common about the farm eat great quantities of seeds of weeds in addition to insects, and that is another reason why we should protect birds.

What a friend to man is the bird! He does not ask payment for his services. He does not even ask for thanks. Just leave him alone and he will work for you. He will sing for you, or show you a pattern of beautiful color, or delight you with ways which are most interesting.

It has been said that birds eat the farmer's grain or fruits. Perhaps they do to some extent, but the harm which the birds do is small in comparison with the benefits we derive from them.

The study of birds is interesting, and will well repay any boy or girl who takes up such a study. It is interesting to learn the characteristics of various species of birds. For example, the owl is a good hunter; the woodpecker is a good carpenter; the parrot is a good climber; the oriole is a sweet singer;



1. Shrike 2. Swallow 3. Heron  
4. Cuckoo 5. Woodpecker 6. Dove  
7. Owl 8. Bittern.

the kingfisher is a skillful fisherman; the robin is a hard worker; and so on.

You will find illustrated on this page various kinds of birds, all of which are found in the Philippines. No. 1 is the shrike, sometimes called the butcher bird, which is said to kill other birds and hang their bodies on thorns. No. 2 is the swallow, noted for its graceful flight. No. 3 is the heron, one species of which is the friend of the carabao.

(Please turn to page 182.)

### JOSE BECOMES A READER

(Continued from page 167)

the house, he is heard singing, "Fifteen men on a dead man's chest, Yo ho ho, and a bottle of rum.")

Maria: Why, that is John Silver.

Pedro: Who is John Silver? He looks terrible to me. (John Silver enters.)

Maria: I'll let him tell who he is. John Silver, please tell us who you are.

John Silver: Well, I'm a pirate. I went to Treasure Island to dig for hidden gold. You can read all about me in the book by Robert Louis Stevenson called *Treasure Island*.

José: I wouldn't mind to read about that old cut-throat pirate. Maybe I will read about him. Look at these old-fashioned girls coming in. Who are they? (Meg, Beth, Amy, and Jo enter.)

Maria: These are my four little women friends, Jo, Beth, Amy, and Meg, whom Louisa M. Alcott tells about in one of her books called *Little Women*. And here are two more of my book companions, Bobby and his sister Sue. Come in, Bobby and Sue. (Bobby and Sue enter.) I am glad you are here even if you are late.

Tom Sawyer: I'm sorry, but Huck and I must be going.

Other Storybook People: Yes, and we must go, too. Goodbye, Maria and Anita.

And goodbye, Pedro. Goodbye, José. We hope you will learn to know us, José, and make us your companions, just like Maria has done. (Curtain closes as they start out.)

### SCENE III

The same as Scene I. Maria, Anita, José, and Pedro are talking.

Maria: Well, José, this afternoon you met some of my storybook friends. What do you think of them, Jo?

José: Do you mean, Maria, that all those people are in books?

Maria: Yes, and there are many more just as interesting.

José: I should like to see them.

Maria: You can read about them, Jo.

José: I think I begin to see why you like so well to read, Maria.

Maria: Why don't you become a reader, José? You can get books from the school library. And magazines, too. One of the best of these is a magazine called *The Young Citizen*. It is the magazine for young people. It has splendid stories in it and games, and lots of interesting information. And many other things.

José: Well, Maria, I think I shall become a reader, too. And I'm going to begin right now by reading your copy of *The Young Citizen*. (Holds

### HOW FAST CAN YOU ADD?

(Continued from page 170)

#### How to Secure Rapidity

Add these columns twice each day for five days in succession. Then do not look at them for one day.

Then add them twice each day for four days; put them out of sight for two days.

Again, add them twice each day for three days; do not look at them for three days.

Next, add them twice each day for two days; do not look at them for four days.

Then add them twice in one day. You will be surprised at the amount of speed you have gained in adding.

Remember that "practice makes perfect." If you want to be able to add numbers quickly and correctly you must be willing to do the labor involved in this method. It certainly will pay you to do so.

Here are the correct answers to the problems on page 170. Check answers: (a) 60 (b) 115 (c) 170 (d) 225 (e) 280 (f) 335 (g) 390 (h) 445 (i) 230 (j) 85 (k) 140 (l) 195 (m) 250 (n) 305 (o) 360 (p) 415 (q) 470 (r) 75 (s) 110 (t) 165 (u) 220 (v) 275 (w) 330 (x) 385 (y) 440 (z) 315 (ab) 100.

up a copy of *Treasure Island* in one hand and a copy of *The Young Citizen* in the other. Curtain.) — Adapted from *The Instructor*.

## Some Important Birthdays and Events of April

Make a list of 5 or more of those which interest you most; then go to the library and read about each one on your list.

- May
- 1: Battle of Manila Bay, 1898.
  - 2: Catherine the Great, famous Empress of Russia, was born, 1729.
  - 3: Manila to Iloilo telephone service was inaugurated, 1932. Assemblyman Mauro Verzosa was born, 1889.
  - 4: The United States began the 10-year project of digging the Panama Canal, 1904.
  - 5: Napoleon died, 1821.
  - 6: The giant airship, "Hindenburg" burned, 1937.
  - 7: Gary Cooper, actor, was born, 1901.
  - 8: Bishop Gregorio Aglipay was born, 1860.
  - 9: Admiral Byrd flew over the North Pole, 1926. Gregoria de Jesus, "Mother of the Philippine Revolution," was born, 1875.
  - 10: Assemblyman Maximo Kalaw was born, 1891.
  - 11: Assemblyman Celestino Rodriguez was born, 1872.
  - 12: Florence Nightingale was born, 1820.
  - 13: Jamestown, the first English town in America, was settled, 1607. Andres Mabini died from cholera, 1903.
  - 14: Vaccination was discovered, 1796. Albert Einstein, physicist, was born, 1879. Assemblyman Justino Nuyda was born, 1893.
  - 15: Pierre Curie, scientist, was born, 1859. He and his wife, Madame Curie, discovered radium, a metal which contains the highest development of radio-activity.
  - 16: St. Joan of Arc Day. Joan of Arc was enrolled as a saint by the Catholic Church, 1920.
  - 17: Pascual Poblete, author, was born, 1857.
  - 18: The first International Peace Conference opened at The Hague, 1899.
  - 19: Legaspi took possession of the settlement of Manila, 1571. Assemblyman Emilio de la Paz was born, 1895.
  - 20: Columbus died, 1506.
  - 21: Charles Lindbergh completed his lone flight across the Atlantic Ocean, 1927.
  - 22: The "Savannah" began the first successful transatlantic steam voyage, 1819.
  - 23: Douglas Fairbanks, actor, was born, 1883.
  - 24: The telegraph was first publicly demonstrated, 1844.
  - 25: Ralph Waldo Emerson, author and philosopher, was born, 1803.
  - 26: Queen Mary of England was born, 1867.
  - 27: The world's largest ship, the "Queen Mary," first sailed, 1936.
  - 28: The Dionne Quintuplets were born, 1934.
  - 29: Justice Cesar Bengson, of the Court of Appeals, was born, 1896.
  - 30: Memorial Day in the United States. St. Joan of Arc was burned, 1431.
  - 31: Former Pope Pius XI was born, 1857.

## SYMPHONY ORCHESTRA

*(Continued from page 178)**The Score*

The music which the players read while performing is called the score. Each player has before him only the music for his own instrument, but the conductor's score contains all the parts exactly as each one appears before each player, so that the conductor can tell just what each performer is supposed to be playing at any given moment. Some of these parts are transposed (the trumpet and the clarinet are transposing instruments), and some are written with other clef signs than the familiar treble and bass clef signs. The viola, the 'cello, and the bassoon use various clef signs, such as the treble clef, the alto clef, the tenor clef, or the bass clef.

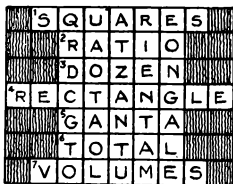
All in all, the business of conducting a symphony orchestra is, indeed, a very complex affair. Some modern conductors memorize entire

scores of long compositions, and this, when actually done, requires a gigantic intellect.

The pupil who is interested in the symphony orchestra is now advised to study the articles about the symphony orchestra which were printed in previous issues of *The Young Citizen*, and to memorize the names of the instruments in each section. Then study and copy the general seating plan as given on page 172. In further articles to be published each instrument will be discussed briefly.

*(To be continued)*

## CROSS-WORD PUZZLE



## HOW TO HAVE GOOD GOOD TEETH

*(Continued from page 175)**Other Permanent Teeth.*

As the second teeth develop and begin to take their place, be especially careful that the first teeth are removed neither too early nor too late. The greatest number of first molars are lost from one or two causes: Either the parents fail to recognize this important tooth as a permanent tooth, or the child is afraid to have a dentist take care of it. It is important that the child visit a good dentist during the entire period when the permanent teeth are appearing.

*(To be continued)*

## SOME BIRD RIDDLES

*(Answers from page 161)*

- I. Calao or hornbill II. Crow  
III. Oriole IV. Hawk V. Woodpecker.

## PARTS OF YOUR BODY

*(Answers from page 171)*

1. Palm 3. Hare (hair)  
2. Trunk 4. I (eye)

COMMONWEALTH OF THE PHILIPPINES  
Department of Public Works and Communications  
Manila

SWORN STATEMENT  
(Required by Act. 2580)

The undersigned, Community Publishers, Inc., publisher and owner of THE YOUNG CITIZEN, published monthly in Manila, Philippines, after having been duly sworn in accordance with law, hereby submits the following statement of ownership, management, etc. which is required by Act 2580:

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[SEAL]

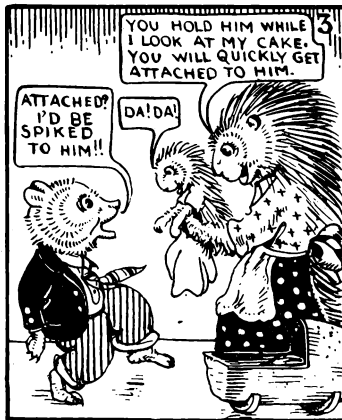
Subscribed and sworn to before me this 30th day of March, 1939, at Manila, Philippines.

(Signature) Community Publishers, Inc.  
By BERT PAUL OSBON, *Managing Editor*.

C. M. PICACHE  
*Notary Public*

THE FUNNY PAGE

ONE OF THE ANIMAL TOURISTS  
VISITS MRS. PORCUPINE



## OUR BIRD FRIENDS

*(Continued from page 177)*

No. 4, the cuckoo, gets its name from its call. No. 5, the woodpecker, has a strong bill which can drill holes in trees or boards. The beautiful dove, illustrated in No. 6, is a member of the family of pigeons. No. 7, the owl, is a bird of prey, and is distinguished by its large head and eyes, short, hooked bill, strong talons, and more or less nocturnal habits. The bittern, shown in No. 8, belongs to the heron family.

*A List of Philippine Birds*

The following list of Philippine birds is not complete, but includes the names in English and one of the Philippine dialects of most of the birds to be found in the Islands:

Bittern, cinnamon — Bacaw canela  
 Bluebird, chestnut-headed — Peik-peik  
 Chat, pied — Sipao, tererekoy  
 Crane, Philippine ash — Tica, matang bayani  
 Cuckoo, rough-crested — Manok manukan  
 Cuckoo, rufous-bellied — Ibong may sakit  
 Curlew, Asiatic — Balankauitan  
 Dove, Dussumier's turtle — Bato bato de collar  
 Duck, tufted — Patong bundok  
 Egret, cattle — Tagac  
 Finch — Maya  
 Fly-catcher, black-naped — Pitpit azul.  
 Fly-catcher, guava — Luklac  
 Fowl, red jungle — Labuyo  
 Gallinule, Philippine blue — Acbag

Heron, Eastern purple — Kandang ajok

Heron, Javan green — Bacaw itim

Heron, night — Bacaw gabi

Kingfisher, Asiatic — Susulbot

Kingfisher, white-collared —

Kasay-kasay

Mallard, Philippine — Dumaras, patong bundok

Moorhen — Uloc

Nightjar, Philippine eared —

Kandarapa

Owl, grass — Kuagong talahib

Owl, Philippine — Kuliawan

Parakeet, Luzon hanging —

Colasisi

Pigeon, Bonaparte's imperial

— Balud

Pigeon, Philippine green —

Punay

Rail, Philippine — Ticing kilayan

Robin, Philippine magpie —

Dominico

Shrike, large-nosed — Tarat

Shrike, Philippine red-tailed —

Cabezote

Shrike, white-bellied swallow

— Pagatpat

Snipe, painted — Pakubo

Snipe, Suinhoe's — Kanduro,

pagitla

Sparrow, Malayan grey — Ma-

yang costa

Sparrow, tree — Mayang bato

Starling, Chinese — Martinez

Sunbird, yellow-breasted —

Tamsi

Swallow, Asiatic — Layang-la-

yang

Tailorbird, Derby's — Pepit

mananahi

Warbler, Northern willow —

Pitpit

Warbler, striated marsh — Su-

nod kalabao

Weaver, Luzon brown — Ma-

## HUNTING BUTTERFLIES AND MOTHS

*(Continued from page 176)*

painless a way as possible. Speed is necessary; otherwise the delicate scaling of the wings is injured as the butterfly struggles in the killing-bottle before it is overcome by the gas.

Various kinds of moths are also desired by collectors, especially the large Atlas moths, some of which have a wing spread of almost a foot. In the Philippines giant moths are found in Negros and other islands.

Moths are distinguished from butterflies by their feathered feelers, by their wings being horizontal when resting, and by their flying usually at night.

One of the most remarkable things about butterflies is their series of changes before becoming butterflies. The female butterfly lays many eggs which produce caterpillars. After a short time they take a new shape and become chrysalids. Within its covering the insect develops, and comes out as an active and beautiful butterfly. In the illustration on page 176, Figure 1 is a picture of the butterfly, Figure 2 is a picture of the caterpillar, and Figure 3 is a picture of the chrysalis.—*Adapted from Panorama.*

yang poking  
 Weaver, Philippine — Mayang pula  
 Woodpecker, large-billed pygmy — Kalpinterong maliit





### My Fishing Trip

Prize Composition

By CHIN OH ONG  
(14 years old)

It is very easy for any Filipino boy to go on a fishing trip. This is what some of us boys thought, so one Saturday we went on a fishing trip near where we live in Sulu.

The morning was sunny and the weather was fair. We went in a Moro fishing *vinta* with a small sail. The sail provided us with a shade from the hot sun.

The pleasant wind carried our *vinta* along, so we soon reached the fishing place.

Then we began fishing. What a thrill each of us had when we felt a fish swallow the bait and hook! We all had some luck, and by noon had caught nine splendid fish. Every one was a beauty, and each boy was proud of his catch.

We had more fish than we wanted, so we took five of our catch to the market and sold them for a peso.

Our fishing trip was a pleasant event, and we shall go again. I think such outings bring health and happiness to those who do these things.

### Learning to Crochet

Prize Composition.

By CONCEPCION MAHINAY  
(12 years old)

My teacher first taught me the different stitches for crocheting, such as the slip stitch, the chain stitch, the treble stitch, and the double crochet stitch. When I had learned these stitches, she helped me select a simple design for a crocheted handkerchief.

I began at once on my design. First I made a row of chain and treble stitches. Then my teacher showed me how to make the motif. My first motif was not very well made, but I kept trying to make them better and better and as neat as possible.

Finally my lace was finished, and I attached it to the handkerchief by using overhand stitches. When I reached the joining point in the lace, my teacher taught me how to join it neatly.

At last my entire handkerchief was completed. I was happy when it was done, because I had learned to crochet. Any girl can learn to crochet many beautiful things if she will just have the patience to learn, as I did.

### Selected Compositions

*A Nine-Year-Old Collects Stamps*

Of all the things which I do, collecting stamps is the thing I like best.

My stamp album, although small, is the most precious thing I own.

Collecting stamps is interesting and educational. I write letters to boys and girls in other countries, so I get some stamps that way. Once I received a letter from a boy in England, and from him I received my first English stamp. — *Reuben Canoy (9 years old)*.

### Mountaineering

My mother and I took a trip to the mountains, where I found the mountain air very cool and fresh.

I enjoyed seeing and listening to the many kinds of pretty birds. Each night and morning quails would come out of the brush with their young ones. Each morning near our little house I placed food and water for the birds.

I had a very enjoyable time in the mountains, and I hope to have another trip there during this vacation. — *Felix Cleofe (14 years old)*.

## CHATS with the EDITOR

**B**Y the time this issue—the May number — of *The Young Citizen* is off the press, the vacation of pupils and teachers will be half gone. How many things will have been done during that time! How many happy vacation events will have been placed in the note-book of pleasant memories! As the Editor sits here at his desk, trying to be comfortable even in the Manila heat, he is hoping that every boy and girl, and every teacher, too, of the Philippine schools is having the best vacation possible.

Don't forget, boys and girls, if you did something worth while during vacation, write about it. We'd like to print your composition—if it is a good one—on the page set aside for *The What-Are-You-Doing? Club*.

And that reminds me: there are a few questions which I think I should answer for the benefit of all, and that is what I shall do in this Chat in our May issue of *The Young Citizen*. So here goes:

The other day my desk 'phone rang, and in answer to my "hello" a timid voice asked, "May high school students write compositions for the *The What-Are-You - Doing? Club?*" I promptly answered, "Yes, indeed, boys and girls in the high schools—and elementary schools too, both of them

—may write for this page." I will pass that information along to you, for that is the first question which I wish to answer. We welcome compositions from high school students just the same as from boys and girls in the elementary grades. Provided, of course, that our few simple rules are followed. (Better read the inside back cover of this issue of *The Young Citizen*.) Our prize compositions are not chosen especially on account of good English but rather on account of the content—whether or not the project written about is worth while, and if worth while, to what extent it is worth while. Therefore high school and elementary school pupils have an equal chance of winning a prize.

Now for the second question: Somebody wrote me recently and asked if persons who are not employed as teachers may prepare articles for publication in *The Young Citizen*. At once I answered that any person, whether a teacher, a farmer, a lawyer, a student, a fisherman, or what not may write for *The Young Citizen*. Some of our best articles have been written by persons not in the teaching profession. If we can use a contribution sent to *The Young Citizen*, we will buy it, regardless of the occupation

or profession of the writer. I hope I have made that point clear to everyone.

Another individual wrote me something like this: "I think I have some good material, but I am afraid to send it to you, because there might be many mistakes in my English." I will pass on to you my reply to that: If you think you have a good article for *The Young Citizen*, write it in as good English as you are able to write, but don't be afraid to send it in. One of the things for which the Editor is paid is to edit carefully all articles to be printed in *The Young Citizen* and to correct any errors in English. So, Mr. Writer, don't be afraid of making a few mistakes in English; the Editor will take care of them.

Another person wrote me: "I can write you a good article, I think, but I cannot draw the illustrations." To anyone who has such an idea in mind, let me say this: Don't worry about the illustrations for an article. Our staff artist is an expert at that job. He will take care of the illustrations, so send in your article with crude illustrations or no illustrations, and our staff artist will look after the pictures.

I shall be looking for some interesting articles from the readers and friends of *The Young Citizen*.—*The Editor*.

## BOYS AND GIRLS:

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 of the writers of the Two Best Compositions received during the month will be awarded a Prize.

The Prizes: An Ink-D-Cator Fountain Pen  
An Interesting Book

Each month the Editor of *The Young Citizen* will publish as many of the best compositions as space will permit, even if they are not prize winners.

Any Boy or Girl, whether a subscriber or not,  
may 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 articles or article you liked best in recent issues or the last issue of *The Young Citizen*.

Address all letters to:

The What-Are-You-Doing? Club  
Care of Community Publishers, Inc.  
Publishers of *The Young Citizen*  
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