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The YOUNG CITIZEN

THE MAGAZINE FOR YOUNG FILIPINOS

AUGUST, 1941

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Announcement to All Writers:

— — — — —
We Will Pay You

for writing articles of merit for publication in

THE YOUNG CITIZEN.

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

Primary Teachers:

We especially desire various kinds of interesting material suitable for

First, Second, and Third Grade Pupils.

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

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

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

Address all communications to:

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THE YOUNG CITIZEN

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VOLUME 7

NUMBER 8

AUGUST • 1941

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THE MAGAZINE FOR YOUNG PEOPLE

THE MESSAGE THIS MONTH

OUR NEW SCHOOLS

Our school classes are now going on.

As usual, there are many school-children in all our schools.

In some places, many children cannot be admitted. Why? Because there are no classrooms. There are no teachers. There are not enough books and other things needed in schools. In other words, the government does not have enough money to spend for the things necessary for school work.

In such a case, what would you do?

Well, this is what the government did. It shortened the elementary grades from seven to six years. This means that our schools this year and the years to come are different from our schools of last year.

You may ask, "Could we learn just as much in our new schools as we did in our old schools?"

My answer is Yes and No.

No, if you do not study diligently. If you had two hours to study a lesson but you spent that much playing instead of studying, you would learn very little. Formerly you had forty minutes to study; now you have only thirty. What happens if you do not study?

Yes, if you study diligently. Many school-children do not have time to study because they have plenty of time. That sounds funny, doesn't it? But it is true! You are supposed to study your arithmetic lesson. You have two hours to do it. But you say, "I have plenty of time. I'll play a while before I study my lesson." And you play. And you play on and on. Soon you find out that you have played for two hours and you have no more time to study.

Now, since school hours are shorter, perhaps school-children have more time to study. And, therefore, if you spend your time wisely and study diligently, I am sure you will learn as much as you did before.

So let us make the best out of our short hours in our school.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**BLESS, O GOD, OUR FATHERLAND**

To THEE, our God, we ply
 For mercy and for grace;
 O hear our lowly cry,
 And hide not Thou Thy face.
 O God, stretch forth Thy mighty
 hand,
 And guard and bless our Father-
 land,

Arise, O Lord of Hosts!
 Be jealous for Thy name,
 And drive from out our coasts
 The sins that put to shame.
 O God, stretch forth Thy mighty
 hand,
 And guard and bless our Father-
 land.

The powers ordained by Thee
 With heavenly wisdom bless.
 May they Thy servants be,
 And rule in righteousness.
 O God, stretch forth Thy mighty
 hand,
 And guard and bless our Father-
 land.

Though weak and most unworthy
 still,
 Thy people, Lord, are we;
 And for our God we will
 None other have but Thee.
 O God, stretch forth Thy mighty
 hand,
 And guard and bless our Father-
 land.

—Selected.



FOR FIRST GRADERS**THINGS WE DO**

By ANASTACIA VILLAMIL

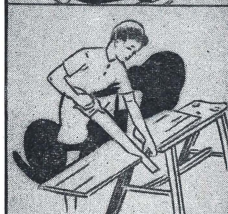
Draw a line from the picture to the word.



working
flying
walking
sleeping
drinking



hammering
writing
singing
talking
sawing



sewing
chewing
jumping
reading
hammering



eating
chewing
tasting
drinking
working



FOR FIRST GRADERS

THINGS WE DO

By ANASTACIA VILLAMIL

Draw a line from the picture to the word.



playing
jumping
sitting
reading
sewing

eating
rowing
walking
sleeping
drinking

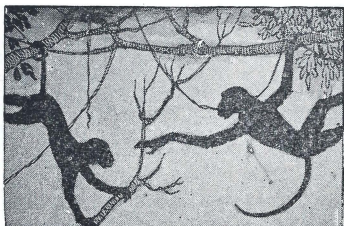
writing
sleeping
sitting
singing
talking

drinking
smelling
playing
sawing
sewing



FOR SECOND GRADERS**THE MONKEY**

By MAY MORGAN



The monkeys hang by hand or tail,
Or swing from tree to tree;
Perhaps I look as strange to them,
As monkeys look to me.

MY PET MONKEY

I have a pet monkey. Father found him in the woods. He was a baby monkey then. Now he is grown. I call him Ongoy. He likes to eat ripe bananas. Before he eats a banana he takes the skin off. Then he takes big bites. He

fills his mouth full. Ongoy is a good climber. He likes to climb and swing. Mother made him a little red cap. He looks very funny when he wears it. Would you like to have a pet monkey?

SOME MONKEY WORK

Choose the right word and write it on the blank.

1. Monkeys climb _____ easily.
2. My monkey likes to eat ripe _____.
5. He used to be a _____ monkey.
6. Ongoy is a good _____.
7. Sometimes he wears a little _____.
8. Ongoy looks _____ when he wears his cap.
9. Ongoy likes to _____ and
10. When Ongoy eats he fills his _____ full.
11. Father found Ongoy in the _____.
12. Then he was not _____.
13. Ongoy is a _____ monkey.
14. He is not _____ of me.
15. Would you like to own a _____ monkey?

woods
trees
pet
monkey

bites
grown
afraid
bananas

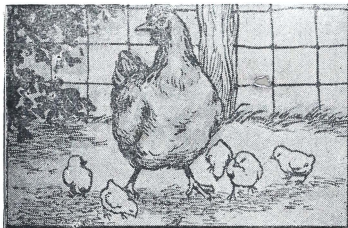
tame
mouth
funny
climb

climber
cap
baby
swing

FOR SECOND GRADERS

MY HEN

By EDITH LANHAM BOKELOH



I love to watch my little hen,
 With all her chicks about her;
 And see them scamper when she
 clucks—
 What would I do without her!

A HEN LESSON

I have a pet hen. I raised her on our farm. She was a baby chick at first. Now she is grown. I call her Bidly. She likes to eat rice and corn. She scratches in the ground for worms. Then she calls

her little chicks. Bidly is a good mother. She watches over her little chicks. She keeps them warm at night. They sleep under her wings. She hides them from danger under her wings.

SOME HEN QUESTIONS

Choose the right word and write it on the blank.

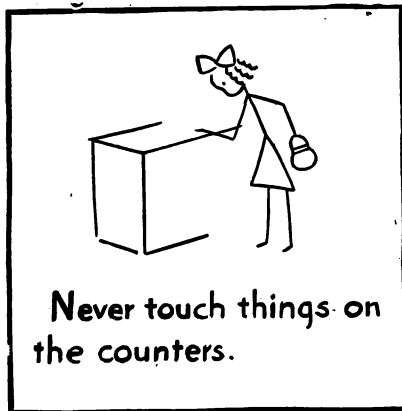
- | | |
|--|--|
| 1. What are the hen's babies called? _____ | 9. What is Mother Hen's mouth called? _____ |
| 2. What do they eat? _____ and _____ | 10. With what does she scratch the ground? Her _____ |
| 3. What does Mother Hen find in the ground? _____ | 11. Where do the little chicks hide? Under her _____ |
| 4. With what is Mother Hen covered? _____ | 12. Where do they sleep? Under her _____ |
| 6. What does Mother Hen say? _____ | 13. What do little chicks do? _____ |
| 7. What do hens lay? _____ | 14. What are many chickens together called? _____ |
| 8. When they are grown, what are baby chicks called? | |

feathers
 wings
 chicks
 eggs

rice
 corn
 feet
 poultry

worms
 chickens
 rooster
 bill

wings
 cluck-cluck
 down
 scamper

FOR THIRD GRADERS**EASY LESSONS IN GOOD SHOPPING MANNERS****I. LEAVE THINGS ALONE**

This month we are going to study about good manners in the store; that is, good shopping manners. When you enter a store, you see many interesting things on the counters. These are placed for you to look at, but not to handle unless a clerk asks you to do so. Never touch things on the counters. That is a good rule to remember when you enter a store.

II. TELL WHAT YOU WANT

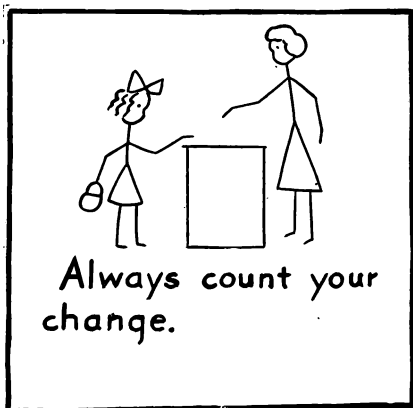
If you go into a store to buy something, you should have in mind what you want to buy. Be sure to tell the clerk plainly and distinctly what you want. Do not stand a long time without saying anything. Choose as quickly as possible, and then tell what you want.

FOR THIRD GRADERS**EASY LESSONS IN GOOD SHOPPING MANNERS****III. BE POLITE TO THE CLERK**

A boy or girl should always be polite in all places. This is true at home, in the street, in the school, and even in a store. A clerk in a store gets tired standing all day, waiting on customers. Sometimes people are not polite when they talk to a clerk. This is bad. Be polite to the clerk.

**IV. ALWAYS COUNT YOUR CHANGE**

If you give fifty centavos to the clerk in a store to pay for something which costs twenty centavos, the clerk will give you back some change. In order to avoid any difficulty, you should always count your change in front of the clerk as soon as it is handed to you. The clerk will be glad to correct a mistake if one has been made.



MOTHER ZEBRA AND HER BABY

WHAT a pretty animal is Mother Zebra with her striped coat! And what a pretty little creature is Baby Zebra!

Zebras live in Africa. They belong to the horse family but are smaller than horses.

These animals live together in small herds. They like company and are often seen with ostriches on the desert. The ostrich has very good eyes and can see danger a long way off. The zebra has a very keen sense of smell and can smell danger a long way off. So they help each other.

Zebras can run very fast and their black and white striped coats make it

hard to see them. Their hind legs are very strong and they have been known to fight off lions with them.

The stripes of the zebra extend down even to the hoofs. They look as if they had been painted on the animal, so evenly are they placed.

Of course the food of the zebra is the same as that of the horse—grass when living in a wild state and hay and grain when living in captivity.

Sometimes zebras in captivity are trained to draw small vehicles. Even in ancient times chariots were sometimes drawn by four or six or even eight zebras.

A baby zebra is called a colt.

LITTLE STORIES FOR LITTLE PEOPLE**THE SEA CAPTAINS**

By JUANITA MILLER

TWO little boys, Norberto and Carlos, had been playing sea captain all morning and now it was nearly noon. The wide sea where they sailed their ships was a pool in which goldfish had once lived. Its rocky shores were surrounded by the grass of a sunny lawn. Norberto and Carlos each had a fine new boat with a splendid white sail and a slender mast.

Norberto's ship had just brought a load of logs from Rosebush Jungle to the port of Biggest Rock, and Carlos had brought rose-petal tea leaves from China Shore. That was the nice thing about Fish-Pool Sea; they could pretend that it touched on all lands and all the interesting places of which they had heard.

"What are you playing?" called a little voice which was not a sailor's voice.

"Oh, we're playing sea captain," Norberto answered patiently, for girls didn't know much about such games!

Maria sat down on one of the big rocks beside Fish-Pool Sea and watched the two boats.

"May I hold a boat string for a little while?" she asked.

"A girl can't steer a ship!" Carlos answered, moving the string so as to pilot his ship toward the dock where it was to be unloaded.

"I'd be very careful!" Maria said.

"But I'm bringing a leopard across the ocean, and girls can't take care of leopards." Carlos pulled the string very gently so that the strange cargo would not slide off into the pool.

Maria leaned over the edge of the water and said, "Leopards! I don't see

any leopard. There aren't any leopards around here."

Maria was only a little girl, and she did not know about capturing leopards in Rosebush Jungle.

Norberto pointed to Carlos' boat and shouted, "It's turning over! Quick, Carlos! Your leopard is getting away!"

Maria began to laugh.

"Oh, oh!" she said. "A little spotted beetle! Who ever heard of a beetle leopard!"

The leopard was rescued and the ship was set up straight again, but something was wrong with it. The leopard crawled away toward the jungle, but the two boys did not notice. They were too busy examining the wrecked ship.

"Oh!" said Carlos sadly. "My new boat! The sail is all torn."

It looked as though Captain Carlos

(Please turn to page 300.)



The torn sail had been neatly mended.

READING TIME FOR YOUNG FOLKS

✓ THE CAÑAO

By FILOMENO BISCOCHO*

AMONG the Igorotes of Mountain Province it has long been the custom to have a *cañao* from time to time. *Cañao* is an Igorot word among the mountain people for a meeting with singing, dancing, and eating. The following is a true story and gives one of the reasons for holding an Igorot *cañao*:

It seems that an Igorot girl was sick. This girl had attended school, and so knew the better way of recovering from some kind of sickness. But these better ways learned at the school were not accepted by the older generation. So the medicine man was called to cure the sick fourteen-year old Igorot girl.

"The spirits are very angry," said the medicine man. "There is nothing we can do except to have a *cañao* to appease the spirits."

The sick girl heard the word *cañao*. Turning to the medicine man, she said, "Our teacher told us that *cañaos* do no good—they just waste our pigs and carabaos. They are useless. It is time that we should stop this superstitious native custom."

But the medicine man only said to the girl's mother, "Let us have the *cañao*." The girl saw her mother, who was squatting in the room, nod assent.

Accordingly, preparations were made for the *cañao*. The girl's father decided to sacrifice three pigs and a carabao. So he brought home three pigs and the very carabao which the girl used to feed and ride on the hillside to a nearby stream.

A platform was made of pine saplings. The pigs and the carabao were to be butchered there. All the neighbors, and of course the medicine man, too, were invited to the *cañao*. Dishes were borrowed. Pine torches were secured, for the feasting would be carried on even after it was no longer light.

The sick girl remained in the house. She remembered what her teacher had said: "You should open the windows to admit fresh air." So she said to her sister, "It is very warm. My eyes are burning. Please open the windows." Then she remembered that her parents' house was window-less, dark, and smoke-stained.

"Never mind," the sick girl's sister said. "You will soon get well. All the signs show that you will get well. There were many bubbles in the rice wine when Yotokan and I were dancing around it."

Yotokan was a boy, and he was a classmate of the sick girl. They were of the same age. Her parents liked her to marry Yotokan, but she wanted to study to become a teacher.

She heard the beating of the *ganzas* and the *agongs* outside, the laughing and the occasional yells and the other noises incidental to the *cañao*. Then she sank into a deep slumber.

The next morning she was better, and in a few days returned to school.

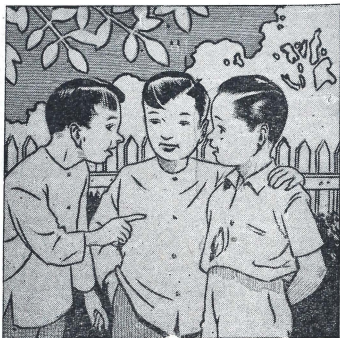
Of course, everybody except the girl believed that she recovered because of the sacrifices. She knew they had nothing to do with it.

"Alas!" thought the girl. "The old customs are still with us!"

* Principal, Pacdal Elementary School, Baguio, Mountain Province.

THE TORN SWEATER

ADAPTED BY PANCITA FLORES



JUANITO looked sadly at the big hole in his sweater. "What will Mother say when she sees it?" he thought anxiously. "I promised her that I would not climb any tree while I was wearing my good sweater, and then I forgot all about my promise the minute I started to play with Jose and Tomas."

Juanito walked home very slowly. How he hated to have Mother see his new sweater! She had given it to him for his birthday and it was the nicest sweater that he had ever owned. Now there was a big hole right in the front where it had caught on a branch.

Juanito was so busy thinking about his sweater that he didn't notice Jose and Tomas running after him.

"Wait a minute, Nito!" called Jose, but Juanito didn't even hear him.

"Nito, wait for us!" shouted Tomas. He shouted so loudly that this time Juanito stopped and turned around.

"We just—wanted—to tell you—how

sorry—we are about—your sweater," puffed Jose, who was all out of breath from running.

"Yes," added Tomas, "we thought maybe we could help."

Juanito shook his head sadly. "I guess no one can help me. It's such a big hole that my sweater is spoiled. The worst part of it is that I broke my promise to Mother."

"It was our fault as much as it was yours, Nito," said Tomas. "If you hadn't tried to help us fix the swing, you wouldn't have torn your sweater."

"That's right," agreed Jose. "Maybe if we went home with you and explained to your mother, she wouldn't mind about the sweater so much."

"Oh, no!" answered Juanito quickly. "I didn't have to climb that tree because you did. You could have fixed the swing all right without me. That would be only an excuse. Mother says that she doesn't like boys who make excuses when they do something wrong."

Jose and Tomas didn't say anything for a minute. They were thinking hard of some way to help poor Juanito.

"I know!" said Jose. "Why don't you tell your mother that you caught your sweater on the fence while you were playing in my yard? Then maybe she wouldn't scold you at all."

"Oh, dear," said Juanito. "I wish I could. That would be much easier than telling Mother I broke my promise."

Juanito knew that he couldn't tell his mother such a lie. He knew that if he didn't tell her the truth, it would be much worse than climbing trees when he had promised her that he would not.

"No, Jose," said Juanito at last, "I couldn't tell Mother that. I don't think it would be right."

"No, I guess it wouldn't," agreed Jose, "but I really can't think of any other way to help you, Nito."

"I'm afraid I'll just have to go home and tell Mother exactly what happened," decided Juanito. "I'm going right now and get it over with as fast as I can." And away he ran.

"Hello, Juanito," called Mother, when she saw him come running into the house. "You are just in time. I have baked some cup cakes. Here are two big ones for you to eat before you go out to play."

Two cup cakes! That was what Juanito liked to eat better than anything else when he came from school in the afternoon. Today, however, even two cup cakes couldn't make him feel happy.

Mother set a glass of orange juice and a plate with the two cakes on it on the kitchen table.

"Here is your lunch, Juanito," she invited.

"I don't feel hungry," he replied in a low voice.

Mother looked at him in surprise. Something terrible must have happened to make Juanito refuse freshly-baked cup cakes. "Are you sick?" she asked anxiously.

Juanito shook his head. "Look!" he said, pointing sadly to the big hole in his sweater.

"Oh, Juanito," cried Mother, "your beautiful new sweater! What happened to it?"

Juanito felt very much ashamed, but he looked at Mother bravely. "I caught it on a branch while I was climbing a big mango tree in Jose's yard."

"But," asked Mother in surprise, "why

were you climbing the tree? You promised me you wouldn't. You don't usually break your promises to me."

"I'm sorry," said Juanito.

"But why did you do it?" asked his mother again. "Haven't you a reason, Juanito, for behaving so badly today?"

"No," answered Juanito. "I guess I just forgot all about my promise. I saw Tomas and Jose, and they asked me to come over and play with them. They were making a swing, and I climbed up in the tree to help tie the rope. It was my own fault, Mother."

Mother looked at Juanito a long time without saying anything. He felt so much ashamed. He wished she would hurry up and scold him.

"I'm very sorry about your sweater, Juanito," said Mother at last, "but perhaps I can mend it so that it won't look so bad."

Juanito looked at his mother in surprise. "But aren't you cross because I broke my promise to you?" he asked.

"No," said Mother. "But I don't like to think that my boy would break his promise. It makes me feel very sad, but I am glad that I have a son who is brave enough to tell me the truth, and who doesn't try to make excuses for doing the wrong thing. I know how sorry you must feel about spoiling that nice new sweater. Perhaps you've had trouble enough for today without my scolding you, too. So, eat those two cakes and drink your cold-orange juice now. That will probably make you feel better."

"Oh, Mother," exclaimed Juanito happily, as he ate one of the cakes, "you are the kindest mother any boy ever had. The next time I make a promise, I'll be careful not to break it."

TWO FAMOUS STORIES FROM ANCIENT GREECE

I. THE STORY OF THE WOODEN HORSE

FOR TEN YEARS the Greeks had laid siege to Troy and still the city was not taken. It was then that Odysseus (Ulysses), aided by the goddess Athena, devised the famous trick of the Wooden Horse. He had a Greek sculptor build an immense horse of wood, big as a mountain. It was large enough to contain a hundred armed warriors within its interior. Into it crept Odysseus, Menelaus, and others of the Greek heroes. The opening in its side was closed with strong bolts. Then the besieging Greeks broke up their camp and set sail, leaving the Wooden Horse.

When the Trojans saw the ships, that had so long been drawn up on the sands of their harbor, sail away and disappear in the mist, there was great rejoicing, for they thought the Greeks were

returning to their homes. Had they not left an image of a great Wooden Horse as a peace-offering to Athena who was angered because the Greeks had stolen her statue from Troy?

Some said this, and others argued that it was a Greek treachery, as they ran through the gates, joyful and curious, to gather about the great Horse.

"Put no trust in the Horse, men of Troy," cried their priest. "Whatever it is, I fear the Greeks, even bearing gifts."

As the priest departed to offer sacrifice, he hurled his spear against the side of the Horse, and there came back a hollow sound.

But his warning was drowned in the shouts of the people, as they watched the approach of some shepherds who brought a captured Greek with fettered hands. The Trojans did not know that this captured Greek was the trusty friend of the crafty Odysseus, and had been left behind

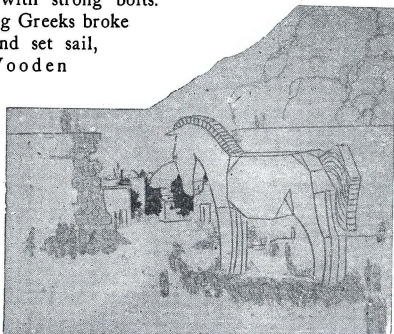
to persuade the Trojans by a false story to take the Horse within the city of Troy.

"Have pity on me," the captive begged. "I escaped from the hands of the Greeks when they were about to sacrifice me to the gods. The Wooden Horse was built as a peace-offering

to the offended Athena. It was made of such immense size as to prevent you from taking it within your gates. Because if it were taken into Troy, then the favor of Athena would be transferred to the Trojans."

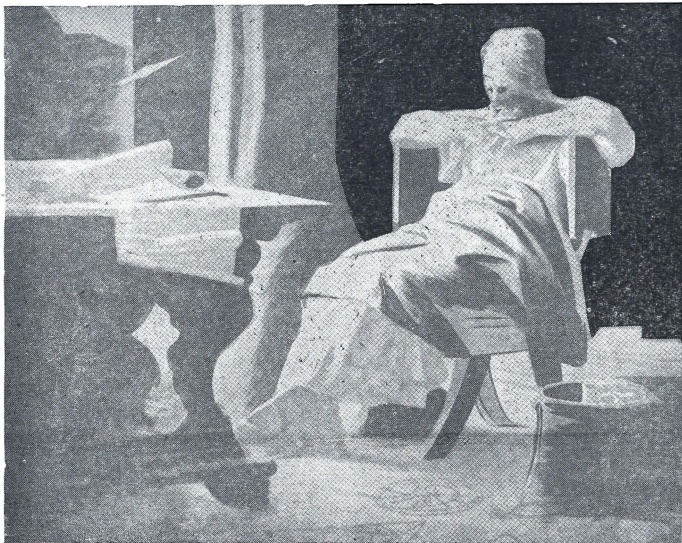
Some still doubted, but a thing happened before their eyes which seemed an omen from the gods. Two huge serpents rose from the water, and, entwining themselves about the priest Laocoon and his

(Please turn to page 301.)



The Wooden Horse Entering Troy

II. ARCHIMEDES, ANCIENT MATHEMATICIAN



"Don't disturb my circles."

"GIVE me a place to stand and to rest my lever on," said Archimedes (pronounced *ar-ki-me-dez*, with the accent on the third syllable), ancient Greek mathematician and inventor, "and I can move the earth."

One time, it is said, Archimedes ran naked through the streets of his native city, crying "*Eureka! Eureka!*", which is Greek for "I have found it!" The ruler of the city had ordered a goldsmith to make a crown of pure gold; and suspecting that the goldsmith had cheated him by dishonestly adding alloy, he handed the crown to Archimedes and asked him to find out if this was so. Archimedes discovered the solution to the

problem by observing the amount of water displaced by his own body while taking a bath. It was this observation which caused him absent-mindedly to run home, without his clothes, to try the same experiment with the crown.

Archimedes proved that the goldsmith was dishonest. At the same time he proved this principle of the science of hydrostatics: "A body immersed in a fluid loses as much in weight as the weight of an equal volume of the fluid."

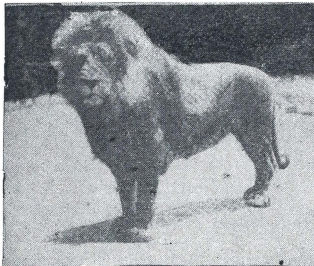
Not only was Archimedes the greatest mathematician and writer on the science of mechanics among the ancients; he was

(Please turn to page 301.)

AMONG THE WILD ANIMALS OF EAST AFRICA

True Stories Related by a Young Traveler

VIII. THE LION HUNTERS OF TANGANYIKA



Simba, the King of the Jungle

"SIMBA! SIMBA!" the Tanganyika natives called to each other and threw more brushwood onto the fires. "*Simba! Simba!*" (Lion! Lion!) The flames leaped high into the air and lightened up the environs of the camp very clearly. Enormous old trees with low-hanging branches, overgrown with vines and moss, formed a wall behind the natives who were grouped around the fires.

The roaring of *simba*, the lion, "king of the jungle," broke the quietness of the African night. His roar sent a shiver through the animals of the plains, and herds of striped zebras and great wildebeests galloped over the plains in wild fright. The lion had left his hiding-place in the jungle and had made ready to hunt his prey.

For several nights a lion had attacked the cattle herds of the Masai natives, and now the warriors had come out to hunt and kill him. They had been unsuccessful in finding the hiding place of the king of the jungle until this afternoon. Then one of the natives had found the place

where the lion kept himself during the hot daytime.

But it was late in the afternoon, and it would have been dangerous to attack the beast at that time because there was not light enough for spearing. Therefore the chief had ordered them to camp and wait for the morning. They would keep fires burning all night, for the flames held the wild animals of the jungle at a safe distance from the camp.

The men were grouped about the fires. Skins of leopards and lions were slung around their shoulders, and each one held a long spear in his right hand. Each man had his shield lying close at hand. Strange signs were painted on the outside of each shield; each family had its own sign which told a story of glory about the family's warriors.

The roaring of the lion sounded farther and farther away, and finally died out completely. The *simba* was hunting during the night, and would return tired but satisfied to his hiding place early in the morning.

At dawn the chief called his men. To a strange rhythm they danced their warrior dance which gave them courage and strength. They shouted the word *simba* again and again in their different songs, as they swung their spears over their heads and yelled wild threats at the lion. Finally they marched toward the place of the lion's lair the day before.

The wide plain stretched before them; but at the edge of the jungle was a large thorn thicket where the lion had made his lair under the shadow of the red-

thorn trees. Carefully the warriors encircled the thicket. They moved through the high, dry grass, ready to pursue the lion if he should try to escape.

Lions do not attack human beings at once. They always give two warnings first and try to escape the hunters. But if the hunter persists in his attack, the lion becomes dangerous and tries to kill his enemy.

When the Masai warriors had closed the circle around the thicket, they started again to sing their threatening songs with high-pitched, screaming voices. They struck their shields with their spears in the rhythm of their song, and called for *simba*.

Suddenly the lion, a large male with a great mane about his head, appeared at the edge of the thicket. He took a look at the approaching men and then quickly disappeared. After a few moments, he appeared on the other side of the thicket, but found there also the encircling line of shouting men.

When he saw himself thus trapped, the lion gave a loud and angry roar. With all the fury of a great wild beast he broke through the lines of the Masai warriors. With a powerful leap he came out of the thicket straight toward several of the warriors. The men threw their spears at the lion, but missed. But the natives did not let him escape. They pursued him and again closed a circle around the animal. Some followed the

lion, others ran to cut off his retreat, and others threw their spears at him.

The animal became furious and gave his second warning. Then he made a break through the line in another direction. Again he tried to escape the warriors, but unsuccessfully. Again the men pursued and encircled him. They meant to kill the great animal.

When the lion could find no way out, he stood his ground ready to fight his enemies. He was ready to defend his life with all his strength; he was ready to fight until he or his enemy should be killed.

At first the lion crouched. Then he leaped in a roaring fury of wrath and attacked a young warrior. The man threw his spear, but it merely grazed the lion. Now this warrior was without a weapon and the furious lion was upon him. The warrior knew his danger and threw himself on the ground. By the time the lion reached the man, the warrior was holding his shield tightly over his body, and was completely

covered. The savage beast clawed and tore at the shield, but the man held on the handle from the inside.

At once the other warriors attacked the lion with their long spears. Blood streamed from the animal, which was still clawing at the shield. Presently he gave up trying to get to the warrior beneath the shield and attacked another man. But the animal was weakening from the loss

(Please turn to page 301.)



East African Warrior

HISTORY SECTION

SYRIA

RECENTLY during the second World War the strip of Asia Minor known as Syria has come to the attention of the world, and was fought for.

A narrow strip of habitable land, with a total area of about 114,000 square miles, Syria extends along the western edge of the Arabian peninsula, as far north as the Taurus Mountains, with the Mediterranean on one side and the desert on the other. Syria forms a bridge between Africa and Asia; between two ancient homes of civilization, the valleys of the Nile and the Euphrates Rivers. So, too, it is a link between East and West, a great highway of civilization, a battleground between empires.

Syria is largely a fertile land which fringes the Arabian desert. There are many dry places, even in Syria, but to the Coanites and other tribes that drifted into it from the desert it was a garden land.

Within Syria are contained the rich valleys of the Lebanon Mountain region, where the Phoenicians made their home; the verdant plain of Esdraelon in Palestine, the land of the Israelites; and the fertile plain of Sharon to the southeast, which was the country of the ancient Philistines.

Northern Syria was the home of the Arameans, who were in very ancient times the merchants and traders of the Eastern world. Their widespread trade connections carried their language, the Aramaic, far and wide until it became a widely spoken language. In time it even displaced its sister tongue, the Hebrew of Palestine, and thus became the speech of Jesus and the Jewish people of his time in Palestine.

Except for the Hittites and the Philistines, who became merged with the other peoples, the tribes which made up the population of Syria in ancient times were Semites. And although Greeks, Romans, Turks, Kurds, and European crusaders have blended with the original stock, the Syrians of today are still mainly Semitic and the language of the country is Arabic, a Semitic language which is related to the ancient Hebrew.

In spite of this racial kinship, however, these various tribes have never united to form a strong nation. This is due, doubtless, in part to their natural character, and in part to the fact that Syria is broken up by desert and mountain into a number of petty provinces, but most of all to the fact that Syria has been subject first to



Street in a Syrian City



A Typical Syrian Village

one great empire and then to another.

After having passed through the hands of the Assyrians, the Babylonians, the Persians, the Macedonians under Alexander the Great, and the Romans, Syria was conquered in the 7th century A.D. by the Arabs. In 1099 the Crusaders established the kingdom of Jerusalem and the principality of Antioch, but they were driven out in the latter part of the 12th century. In 1516 Syria was conquered by the Turks, who remained in possession until expelled during the first World War. Later the government was put under France, except Palestine. Only recently the British troops gained control of the country from France.

Syria is the home of many religions and sects. The Mohammedans are in the majority, although there are also great numbers of Christians and Jews.

Even with the primitive agricultural methods still practised, Syria produces considerable crops of grains, fruits, and tobacco. The horses are splendid creatures, but the cattle of the region are small.

Among the leading cities are Beirut, the seat of an American college; Aleppo, a great commercial center as it was in ancient times; Antioch, noted as one of the chief centers of early Christianity; and Damascus, said to be the oldest city in the world.

QUESTIONS FOR REVIEW

1. What part has Syria taken thus far in World War No. 2?
2. Where is Syria? (See the encyclopedia.)
3. Is Syria an ancient land?
4. How large is Syria?
5. What ancient peoples have occupied all or part of Syria?
6. What was the language of Jesus? Why?
7. Of what races are the Syrians of today?
8. What is their present language?
9. Who governed Syria after the first World War?
10. Who recently gained possession of Syria?

MUSIC APPRECIATION SECTION**GREAT COMPOSERS OF MUSIC**

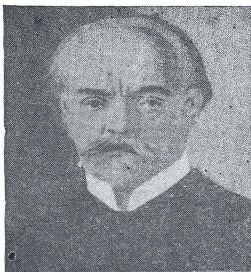
SECOND SERIES

By BERT PAUL OSBON*

VIII. DVORAK

ANTONIN DVORAK was born in a village in the musical land of Bohemia in 1841. He was a Bohemian peasant, with all the peasant's love of color, of stamping rhythms, and bright melody. His father intended to make him a butcher, but the village schoolmaster saw the boy's musical ability, and taught him to sing and play the violin. He was twelve years old when he learned to play the organ.

A year as innkeeper-butcher at fifteen convinced him that sausage-making was not his vocation, and he persuaded his father, against strong opposition, to allow him to enter the organ school at Prague. Then financial reverses came and young Dvorak (pronounced *dvor-zhak*) became a wandering musician, playing the violin and viola in small orchestras in theatres and restaurants. Handicapped as he was by lack of money, without books, or scores, or music-paper, with only what he could earn by playing at cafes, he still managed to be graduated in 1860 and win the second prize. And he managed to spend the next twelve years studying, in his poor lodgings, from borrowed scores the works of the great masters.



Dvorak, Foremost Bohemian Composer

Finally he secured a regular position as church organist and began to compose. His music met with favor and before long he was Bohemia's best composer. The *Slavonic Dances*, produced in 1878, brought him fame overnight, thanks partly to his friend Liszt. Dvorak went to bed one night, comparatively unknown, and awoke to find himself hailed as a great Bohemian composer.

In 1892 he was called to America to become the director of the National Conservatory of Music in New York. Dvorak believed that a national school of American music would be founded upon the folk music of the southern negro of the United States and the American Indian.

Americans love him especially, because, while he was director of the New York conservatory from 1892 to 1895, he became so much interested in the negro tunes sung for him by one of his students that he embodied them in the *New World Symphony*. In the *largo* (slow) movement of this symphony he introduced a theme played by the English horn, which suggests the old negro melody *Massa Dear*, although some say this is an original Indian melody which Dvorak collected from American Indians.

(Please turn to page 301.)

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MUSIC FOR MARCHING

EMPEROR MARCH

Franz von Blon

Tempo di marcia

The first system of musical notation for the Emperor March. It consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The key signature has two flats (B-flat and E-flat), and the time signature is common time (C). The music begins with a forte (*ff*) dynamic and features a series of sixteenth-note patterns in the right hand. A first ending bracket spans the final two measures of this system, which end with a double bar line. Below the bass staff, there are fingerings: '3 2 1 2' under the first four measures and '1 3' under the final two measures.

The second system of musical notation. It continues the grand staff from the first system. The right hand features a series of chords and moving lines, with some notes marked with accents. The left hand provides a steady accompaniment with chords and single notes. The system concludes with a double bar line.

The third system of musical notation. It continues the grand staff. The right hand has a melodic line with various intervals and some grace notes. The left hand continues with a rhythmic accompaniment. The system ends with a double bar line.

First system of musical notation. The treble clef staff contains a melodic line with various ornaments and fingerings: '1 4 3 1 3' above the first measure, '132' above the second measure, '3 4 1 2' above the third measure, '354' above the fourth measure, and '3' above the fifth measure. The bass clef staff contains a bass line with a dynamic marking of *mf*. The system concludes with a double bar line and a first ending bracket labeled '1' and a second ending bracket labeled '2. 3 2 1'.

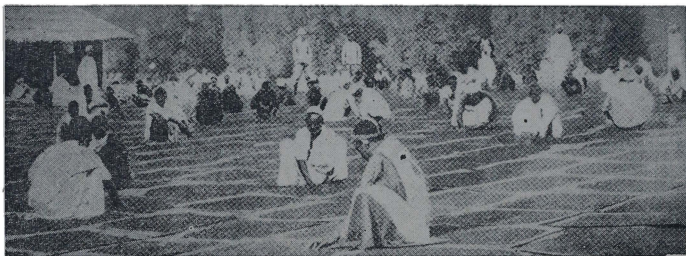
Second system of musical notation. The treble clef staff features a melodic line with a dynamic marking of *ff* and a *p.v.* (pedal) marking. The bass clef staff contains a bass line with a dynamic marking of *ff*. The system concludes with a double bar line.

Third system of musical notation. The treble clef staff contains a melodic line with a *p.v.* marking and fingerings '5', '4 3 2 1', and '2'. The bass clef staff contains a bass line with fingerings '4 3 2 1'. The system concludes with a double bar line.

Fourth system of musical notation. The treble clef staff contains a melodic line with a *p.v.* marking and fingerings '5', '4', '3', '2', '1', and '1'. The bass clef staff contains a bass line with fingerings '1', '4', '3', '2', '1'. The system concludes with a double bar line and a first ending bracket labeled '1' and a second ending bracket labeled '2'.

ELEMENTARY SCIENCE SECTION

SPICES AND HERBS



Drying Cloves .

IF modern cold storage had been known in the days of Columbus, the New World might not have been discovered until centuries later. For without our modern means of keeping food palatable throughout the year, the Europe of the Middle Ages and later times found spices and herbs almost indispensable to flavor its poor and often half-spoiled food.

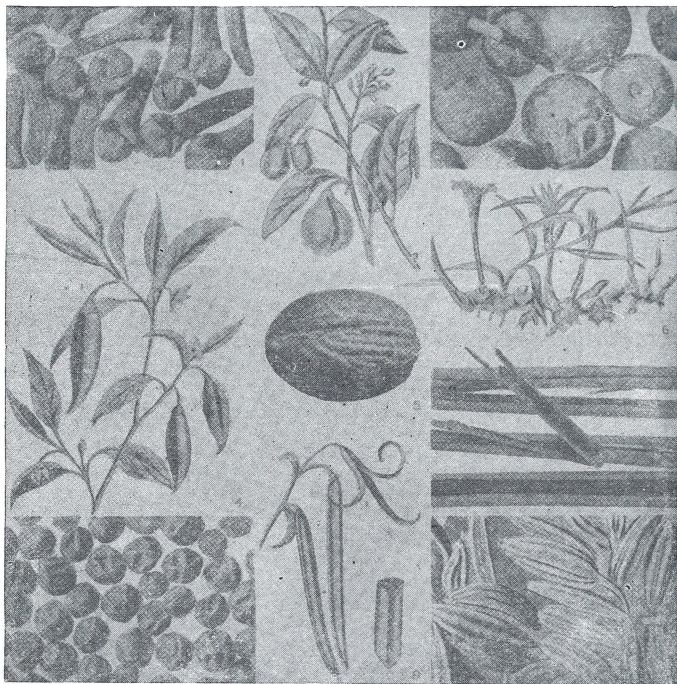
In medieval England, for example, the usual winter diet consisted of meal (not made from Indian corn, however) and coarse salt meat, which became half-rotten before the winter was over. So spices were in enormous demand to lend some savor to this monotonous and pleasureless fare. Cinnamon, cloves, and pepper were worth their weight in gold and men risked their lives and fortunes in seeking new routes to the land of spices—the East Indies and the neighboring parts of Asia.

For centuries spices, so common with us that we scarcely give them a thought, were among the most important articles of commerce. The spice trade was a

leading factor in determining the rise and fall of states, in provoking wars, and in discovery and exploration. It was chiefly the desire to find new ways of access to this vastly profitable trade that led to the discovery of sea routes to the east and the discovery of America.

Arabia was at first the great distributing center for spices, which were brought overland in great caravans. Venice rose to world power through her control of the Mediterranean trade in spices and other imports from the East. When Venice lost command of the trade through the discovery of new sea routes to the East, first Portugal, then Holland, rose to wealth and power largely through the spice monopoly.

In the days of Queen Elizabeth the Dutch went so far in their efforts to keep all the spice trade in their own hands that they cut down clove, cinnamon, and pepper trees in districts not directly under their control and inflicted the severest punishments on anyone who attempted to infringe on their monopoly.



SOME WELL-KNOWN SPICES AND HERBS

1. Cloves (twice the natural size) (2) Branch of a nutmeg tree (reduced in size), showing flowers, leaves, and fruit (3) Allspice berries (highly magnified) (4) Branch of red pepper (5) Nutmeg (6) A growing ginger root (7) Cinnamon bark (8) Black pepper berries (9) Pods of vanilla branch (reduced in size) (10) Caraway seeds (highly magnified).

In Ceylon, the great cinnamon center, death was the penalty for the illegal sale of even a single stick of cinnamon; and this law remained in force until the English took the island in 1796. It was largely to break the grip of the Dutch on the profitable spice-trade that the East India

Company was formed in England, thus laying the foundations for British rule in India.

Most of the spices are still produced in the East Indies, the Philippines, and the neighboring lands. Pepper and cin-

(Please turn to page 296.)

CHARACTER AND CITIZENSHIP SECTION

HABIT

THE ORDINARY person thinks of smoking, chewing gum, or personal peculiarities such as holding one's head on the side, as habits. He does not think of walking, skating, and catching a ball as habits, nor of the movements of his eyes in reading, or of his hands in playing a piano. But these are all habits.

Habit enters so largely into man's daily activities that it would be impossible for him to exist without it. He could not communicate with a friend without making use of the habits of enunciation or writing that he formed with great difficulty in childhood. If he had not made it a habit, he might be occupied all day in dressing and undressing himself, for the fastening of a button or the combing of his hair would be as difficult as when he first tried it as a child. He would, moreover, be completely tired out from his exertions. But habit enables him to do these things speedily and accurately, yet almost unconsciously, and so leave his mind free for other matters.

Habit formation has been likened to the making of a path across the field. After the first traveler has trodden down the grass, the next is likely to follow in the same route, and so on until presently the grass is wholly worn away and everyone thereafter follows the beaten path.

In the same way in the animal organism, nervous currents tend to employ those pathways which have been previously established, and thus many of our habits formed when we are young—such as posture, personal cleanliness, manners, and standards of dress, enunciation and tone of voice, and even moral habits—

become permanently settled upon us.

To break up a habit means a complete change in the nervous system, and this cannot be brought about only by a penitent attitude of mind.

It is important to remember that habits originate not only in conscious effort to do new things, but in conscious and unconscious limitation of what the child sees and hears about him.

One of the main businesses of life is the formation of correct habits, for habits are the substance of conduct and character. To each of us comes the day when we realize the "law of human souls that we prepare ourselves for sudden deeds by reiterated choice of good or evil that gradually determines character."

THINGS TO THINK ABOUT

1. Make a list of at least ten habits; more if possible.
2. Why are habits important?
3. How is a habit formed?
4. Are there good habits? Bad habits?
5. When, especially, should good habits be formed? Why then?
6. Is it possible to break up a bad habit? How?
7. Do you have any bad habits? If so, make a list of them.
8. Why not begin *right now* to break up your bad habits?
9. Why not begin *right now* to form some good habits—which you do not have?
10. Ask your teacher at school to talk to your class about habits—good and bad.

HEALTH AND SAFETY SECTION

*Bring a clean
handkerchief
to
school.*



CARING FOR THE SICK AND PREVENTING ILLNESS

SICK PEOPLE—*really* sick people—are lucky today if they can be cared for in a good hospital. There they can have the expert care of the best physicians and surgeons, trained nurses in attendance when needed night or day, all the discoveries and appliances of modern science and skill to find out what the matter is and put it right; a specially trained dietitian to see that they have the proper food—in short, every comfort and care needed to give the best chance for recovery.

The principles of modern hospital organization had their rise, through the genius of Florence Nightingale, out of the terrible sufferings of the Crimean War, as did the profession of nursing, without which the modern hospital could not exist.

A few years later the chemist Pasteur discovered the relation of germs to putrefaction, and the great surgeon Lister revolutionized operating room practice by the use of antiseptics. Almost every year since then there has been some advance, great or small, in medical science and hospital practice. And all of this is available to the poor as well as the rich.

Most general hospitals have free wards, semi-private wards, and private rooms for patients. There are hospitals operated by cities, provinces or states; there are army and navy hospitals; there are public hospitals founded by private endowment; there are public hospitals supported by churches, industrial companies, and fraternal organizations; and private hospitals for private patients of individual physicians and surgeons.

In the United States and the Philippines are some of the finest hospitals in the world. The American College of

Surgeons has attempted to "standardize" hospitals according to certain principles: adequate means of finding a diagnosis, that is, finding out what is the matter with a patient; the keeping of adequate records of treatment of patients and the results obtained; and other improvements.

A medical graduate is not granted, in most places, a licence to practise until he has spent a year or more as an intern in some recognized hospital, where he works under the supervision of the staff physicians and surgeons.

Most general hospitals conduct training schools for nurses. A good hospital usually gives good training.

Dispensary and out-patient work for patients not confined to bed is increasingly important in the general hospital. Pay clinics for people with small means who do not wish to accept free treatment have met a great need.

In addition to general hospitals, there are a number of hospitals devoted to special classes of diseases, such as children's diseases, tuberculosis, cancer, leprosy, etc. Sanitariums are for the residential treatment of chronic conditions.

However, we must not depend entirely upon hospitals to keep us well. We must practise the rules of hygiene at home, and prevent ourselves from going to the hospital as much as possible.

Hygiene deals with the causes and prevention of disease in their relation to the preservation of health. In this sense hygiene has been well named preventive medicine.

The advance of medical science, together with the spread of education, is teaching people to realize the necessity of personal and social hygiene.

WORK AND PLAY SECTION

FOLDING A FLAPPING BIRD

By DAVID BERGAMINI*

THE FIRST STEP in folding a paper bird that flaps its wings is to take a square piece of paper which is stiff (but not too stiff) and fold it from corner A to corner B. Then unfold it so as to leave a crease. Do the same from corner C to corner D (Figure 1, page 294), and also unfold it so as to leave a crease. There will now be two creases in the paper, as shown in Figure 1 by the dotted lines.

Next, fold the paper across the middle from E to F and from G to H (Figure 2). Unfold each so as to leave a crease. Your paper should now have creases as shown by the dotted lines in Figure 3 on page 294.

Then fold one corner over so that one side of it runs along the crease from corner C to corner D (Figure 4). Repeat this all the way around the square, folding it in all eight times. (Count the folds as you make them.) Each time bend back the fold so that there are only creases. Your paper should now be creased as indicated by the dotted lines in Figure 5.

Now take hold at angles D and C (Figure 5) and push in toward one another as shown in Figure 6. Next, pull up the two ends together so the paper looks like Figure 7. Then fold down

angles A and B (Figure 5) in the same way.

At this point your paper looks somewhat like a four-pointed star (Figure 8). Now push the four points upward; the four angles should go inward, and the center should be pushed down, so that the paper is just four flaps sticking out from the center. Looking at your paper from the side, it should appear like Figure 9.

The next step is to fold the four flaps down, thus making a flat piece of paper. When you fold the flaps down, be sure

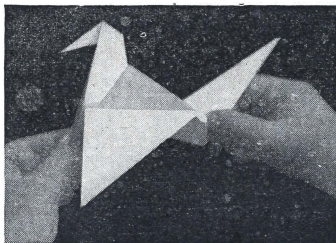
that there are two flaps on each side. Your paper should then look like Figure 10.

Then fold flap A up over the body; do the same with the flap like it on the other side, as shown in Figure 11. The next step is to take two of the

flaps (marked C and D in Figure 11) and bring them up together. Now fold down again flap A and the flap like it on the other side. Then your paper will look like Figure 12.

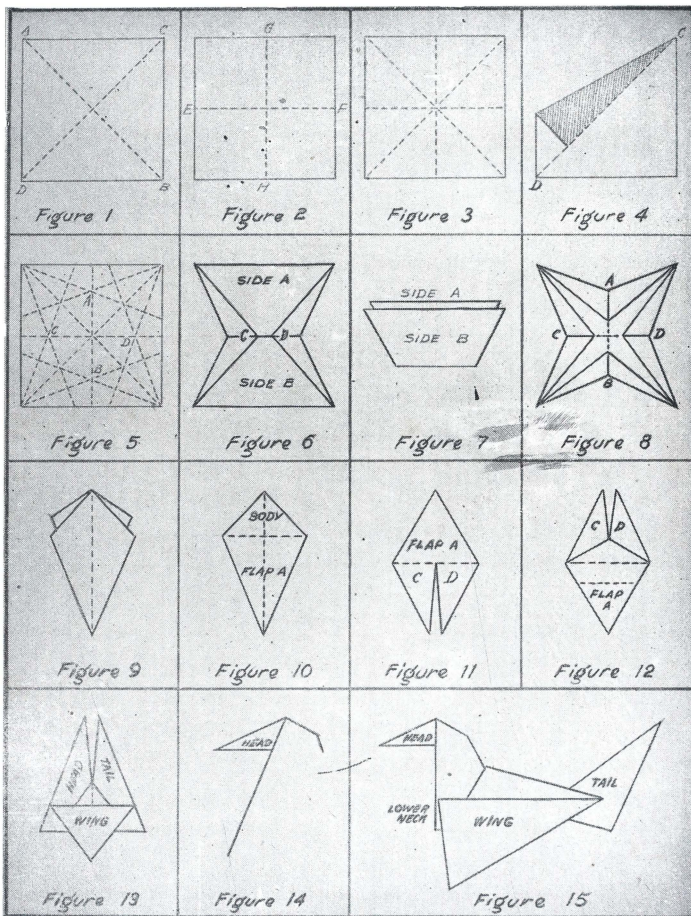
The rest of the process is quite simple. First you must bend upward the flap marked "wing" in Figure 12. Then bend the flap on the other side in the same way. The paper should be folded exactly in the middle, so that instead of a diamond-shaped paper, you have a triangle. Then bend both wings down

(Please turn to page 303.)

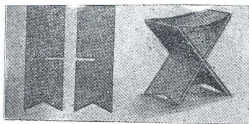


*Student, Brent School, Baguio, Mountain Province.

The figures on this page show all the steps described for folding a flapping bird.



A PORTABLE STOOL THAT A BOY CAN MAKE



ANY BOY can make a simple stool or camp-chair out of two pieces of wood and a small strip of canvas.

The wood should be about half an inch thick, twenty-four or twenty-six inches long, and of suitable width. Half-way up each piece, through half of each piece of wood, cut a narrow rectangular slot, as shown in the picture. For this purpose use a small, sharp saw and a chisel. Then, at the bottom of each piece of wood, saw out a triangular piece, as shown in the picture. This will make feet upon which the camp-chair can stand securely.

Provide the seat to the stool by tacking the canvas to the wood with small

nails with large heads. The piece of canvas should be about twelve inches long. Nail one end to one piece of wood and the other end to the other piece of wood. In doing this, it is well to turn in the edge of the canvas.

The stool is now ready for use. Fit the two slots to one another, and permit the legs to open as wide as the canvas will allow them. Set the camp-chair firmly on the ground or the floor, and it will hold considerable weight.

The wood may be stained or painted. In order that the camp-chair may have a neat appearance, it is important that the slots be cut to a point exactly half-way up the piece of wood. Then, when the two pieces are fitted together, each will fit exactly into the other. For folding up, the legs are pulled apart and are placed side by side.

The camp-chair can be used in a summer camp, or it would make a nice present.

A SPOOL TOP

DO YOU KNOW YOU can make a very good spinning top from a spool on which thread was wound? Ask mother for a good-sized spool after she has used all the thread from it. With a sharp penknife cut away one end until the spool becomes the shape of a pencil-point.

Then get a round piece of wood which is just the same size as the hole through the spool. Push it through the hole, having first put a little glue on it so it will stick tight. Then let the stick dry.

Next take the penknife and sharpen the end of the projecting stick in line with the spool, so that it will form a peg for the top. This sharpening must be done very carefully and evenly. In order that the peg may be perfectly smooth, rub it with fine sandpaper.

The part of the stick which appears above the spool may also be nicely smoothed off with sandpaper. It will then form a good stem or handle with which the top may be spun.

SPICES AND HERBS

(Continued from page 289)

namon are native to India and Ceylon, but is also produced in nearby countries. Nutmeg and mace, cloves, turmeric, and ginger come from the Malay Archipelago, and cassia bark from China. The American tropics have supplied vanilla, red peppers, and allspice. The colder climates of Europe and Asia have produced caraway seed, parsley, mustard, and other herbs and roots.

Many of these things have other uses than that of flavoring foods. Some are valuable in perfumery, candies, and scented soaps, as vanilla, clover, and pepper, or in the manufacture of incense, as cinnamon. Many are used in medicine, as ginger, nutmegs, oil of cloves, etc. Turmeric is used in dyeing, especially in India and China, and marjoram serves in dyeing wool. Other spices and herbs are used in various arts.

It is a remarkable fact that a large proportion of the spices are successfully grown only on islands or near the sea. Nutmegs, cloves, vanilla, and cinnamon may be termed island plants.

The flavor of spices is due to the presence of aromatic oils secreted in the plant, but these oils are richest in different parts of various plants. In cloves and the little hot peppers called capers it is the flower buds that are particularly aromatic; in coriander, capsicums, and pepper, it is the fruit. Ginger, licorice, and turmeric are roots and underground stems. Cinnamon and cassia are the inner bark of a tree. In most of the savory herbs such as sage, mint, thyme, marjoram, catnip, *et cetera*, the leaves are richest in these essential oils, while nutmegs, caraway, and anise are seeds.

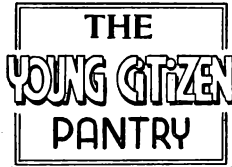
When the flower buds are utilized, they are plucked just before they are ready to break into blossom. The whole clove, as we buy it in a grocery store, is the dried flower bud of a small, bushy tree. One of the early uses of cloves is recorded in an ancient Chinese court order, wherein the officers of the court were required to hold cloves in their mouths while addressing the sovereign.

Capers, which are used in seasoning, are the salted and pickled buds of a bushy plant. Cinnamon is the dried inner bark of several species of trees, some of which grow in the Philippines. This aromatic bark has long been popular, having been prized even in Biblical times.

Allspice consists of the little unripe fruits of a tree which resembles the clove. The spice takes its name from a resemblance to a mixture of cinnamon, cloves, and nutmeg.

Coriander is one of the oldest spices, being mentioned in early Sanskrit and Egyptian writings. It is the fruit of a small herb, and is largely cultivated in India. It is valued as an ingredient in confectionery, to disguise the unpleasant taste of medicines, and as an ingredient in curry powder, which is a mixture of various spices. One of the spices often used in curry is the cumin, which is also used as a substitute for caraway seeds. Dill is the dried fruit of a plant. It is used in pickling, the most familiar use being for "dill" cucumber pickles which may be bought in any grocery store.

Another group of seasoning plants are cultivated in gardens as kitchen herbs. Among these are the sweet-smelling marjoram, thyme, sage, parley, bay, and others.



VEGETABLES

(Continued from the June number)

Canned Corn

Canned corn may be used satisfactorily in most dishes that call for green corn. If, before cooking it, the contents of the can be turned into a fine colander, and cold water poured over it to wash off the liquor in which it was preserved, the taste will be cleaner and sweeter. Like all other canned goods, corn should be opened and poured out upon an open dish for some hours before it is used in order to get rid of the undesirable flavor and smell.

Corn Fritters

One can of corn, two eggs, seasoning to taste, two tablespoonfuls of milk or cream. Beat the eggs well; add the corn a little at a time, beating it very hard; salt to taste; add one tablespoonful of butter; stir in milk and thickening enough to hold it together for frying.

Boiled Corn

Husk the corn, clearing the ear of every strand of

silk, and trim off the stem and top neatly. Boil fifteen or twenty minutes, according to the age of the corn. Drain, sprinkle the corn with salt, and serve upon a hot napkin over a platter. Fold the corners of the napkin over the corn.

Canned Peas

Drain and leave the peas in cold water for ten minutes, put on in salted boiling water, cook fifteen minutes. Then drop in a lump of white sugar and cook five minutes longer. Then drain. Add butter, pepper, and salt and serve.

Lima Beans

After shelling, cook the lima beans about half an hour in boiling water with a little salt. Drain them dry. Then stir in a lump of butter half the size of an egg. Add salt and pepper to taste, and serve.

Boston Baked Beans

Needed ingredients: one pound of dried navy beans; three-fourths of a pound of

salt pork; 4 tablespoonfuls of molasses; one-half teaspoonful of mustard; one-half teaspoonful of salt; one-fourth teaspoonful of soda; water.

Soak the beans overnight. Drain and cover with fresh cold water, adding salt and soda. Cook to the boiling point. Then allow to simmer until tender (not soft). Drain. Mix one cup of cold water, mustard, and molasses, and stir well into the beans. Put into a baking dish which has been lined with a layer of pork. Place the balance of the pork on top and cover with hot-water. Bake in a covered pan for five hours in a slow oven. Then uncover the pan and bake one hour more.

Baked Squash

Needed ingredients: one squash; 2 tablespoonfuls of butter; one egg; one-fourth of a cup of milk; bread-crumbs, salt and pepper.

Boil and mash the squash, stir in the butter,

and egg, beaten light, milk, and pepper to taste. Fill a buttered baking pan with this, strew bread-crumbs over the top, and bake to a nice brown.

Fried Egg-Plant

Needed ingredients: one large egg-plant; one egg; one cup of milk; one-half cup of flour; pepper and salt; lard for frying.

Slice the egg-plant about half an inch thick, peeling the slices. Lay them in salt and water for an hour, placing a plate on them to keep them down. Wipe each slice dry, and dip into batter made of egg, milk, flour, pepper and salt. Fry in boiling lard. Drain off the grease, and serve.

Stuffed Sweet Pepper

Make an incision in one side of each pepper, and extract the seeds through this with a small piece of a stick. Stuff the peppers with ground tongue, chicken, ham, or veal, mixed with boiled rice and seasoned with salt, a little onion-juice, and a little butter. Sew up the peppers with a few stitches, pack them into a baking dish, pour in enough weak soup-stock to keep them from burning, cover and bake them in a moderate oven for an hour. Then remove the strings and place on a dish.

Make a brown gravy and pour over them. Serve them hot.

Buttered Parsnips

Boil the parsnips until tender and scrape. Slice lengthwise and fry quickly in a little butter heated in a frying-pan and seasoned with a little pepper and salt. Shake and turn until the parsnips are well coated and hot through. Pour the butter over them, and serve.

Creamed Celery

Cut the celery into pieces an inch long. Cook tender in boiling, salted water. Drain this off, and cover with a cupful of hot condensed milk which has been diluted. Let it simmer five minutes, and then serve.

Young Turnips

Peel and quarter the turnips. Cook them half an hour, or until tender, but not broken, in boiling salted water. Drain, still without breaking, and place in a dish. Sprinkle with pepper and salt, then butter plentifully, and serve. Turnips must be served hot, or they are not good.

Cauliflower

Cook the cauliflower. Then drain well and remove the flowerettes. Tear the rest to pieces with a fork, lay it in a deep dish, and sprinkle over it a little

salt and pepper. Add grated cheese and a few dried bread-crumbs moistened with milk. Then add the top layer of the flowerettes and sprinkle with salt, pepper, and cheese. Bake until slightly brown and then serve.

Stewed Carrots

Scrape and boil the carrots whole three-quarters of an hour. Then drain and cut into cubes half an inch square. Cover the diced carrots in a sauce-pan with a weak soup-stock. Cook them twenty minutes or until tender. Add then two tablespoonfuls of milk, a tablespoonful of butter cut up in one cup of flour, salt and pepper to taste. Let it simmer five minutes, and then serve.

Savory Pechay

Select the tenderest stalks of pechay and lay aside in cold water. Cut the outer, coarser stalks in inch-and-a-half lengths. Stew in a cupful of stock seasoned with half a teaspoonful of onion-juice, salt, and pepper. Cook, covered, for an hour, slowly. Drain and press in a colander. Return the stock to the fire, and when it boils, put the tender stalks, also cut into short lengths, into it. Cook gently until tender, thicken with a spoonful of flour or starch, boil up, and serve.



Our Singing Club

By PEPITA OZOA

(16 YEARS OLD)

AT our school there is no time for teaching music, although there are many of us who like music very much. We think it would be more practical if we learned some music instead of some of the other things which are taught us. One of our teachers is a very musical woman, plays the piano quite well, and is a good singer. So she said to some of us, "Let us organize a singing club. You can meet at my home one or two evenings each week, and we can learn some splendid songs. We will all enjoy it, and besides, it will be learning something worthwhile."

So the new club was announced. Nearly sixty boys and girls wanted to join. Our teacher "tried out" all the voices. "We must have our chorus well balanced—just the right number of sopranos, of altos, of tenors, and of basses, and a wait-

(Please, turn to page 303.)

A Day at Asin

By PABLO PAGILO

(13 YEARS OLD)

NEAR Baguio, where I live, there are some hot springs called Asin. The electric company has made a dam there to secure water power for generating current. A fine swimming pool has been constructed, and there is a splendid place for having a picnic.

Two bus-loads of us went one morning to spend the day at Asin. We took bathing suits and plenty of food for a picnic, such as dozens and dozens of sandwiches, cakes, melons, fruits, etc. We arrived at Asin about ten o'clock in the morning, and within a few minutes many of us were in the swimming pool having a glorious time. Others went to a natural swimming pool below the dam.

At noon the mess-call was sounded and we all trooped to the eating place. Such a feast as it was! We were all hungry, so we ate and ate. After every one

(Please turn to page 303.)

Learning to Skate

By NATY FLORES

(12 YEARS OLD)

IN our town a skating pavilion was opened. Many of my friends wanted to learn to skate, and so did I. None of us had ever had roller skates on, and we were all afraid to try, but finally a few were brave enough to make a beginning. I was one of these. At the skating pavilion were attendants who would teach girls unable to skate.

As soon as our skates were strapped on, an attendant placed me on one side of him and my friend on the other and we started. At first I was afraid I would fall, but I soon learned to keep my balance. If my friend or I began to lose our balance, the attendant took us by the arm until we were again steady.

In a little while I was not afraid at all, and my friend was no longer afraid either. Then the attendant left us, and my friend and I went skating together,

(Please turn to page 303.)

THE SEA CAPTAINS

(Continued from page 275)

would not be able to put to sea again until the sail could be repaired.

The boys were glad to hear Mother call that lunch was ready, and they left the boats on Biggest Rock while they went in to eat. When they had gone, Maria went home to lunch, too.

After lunch the boys came back to Fish-Pool Sea. Norberto's boat lay where he had left it, but Carlos' boat was gone.

"Now where can it be?" Carlos exclaimed. "I know I left it here beside your boat, Norberto."

Just then Maria's head came bobbing along the other side of the hedge, and she ran through the gate with Carlos' boat in her hand. She handed it to Carlos with a smile.

The torn sail had been neatly mended and sewed safely to the mast. A new string replaced the worn one which had been tied to the front of the boat.

Carlos sounded very pleased as he asked, "Who fixed it?"

"I did," said Maria. "Mother showed me how."

Carlos held the little boat in his hand for several moments and then he spoke.

"I think a sea captain should always have a good

LION HUNTERS

(Continued from page 282)

of blood, and could not make a powerful attack.

The men attacked again and again, and after a battle of half an hour the great lion lay dead in the high, dry grass. Now the warriors danced and sang their song of victory around the great animal's carcass. They swung their spears and shields above their heads, tramped the ground

sail mender on his ship. Just think what might happen if the sails should get torn out in the middle of the ocean!"

"Yes," said Norberto, "I think so, too. I wonder where we could find a good sail mender to play sea captain with us."

"Could I be a sail mender and sail with you, Captain?" Maria asked.

"Yes!" replied Captain Carlos. "And you may steer the ship, too."

"You may sail with me, too," said Captain Norberto, "and steer my ship as often as you wish."

Three happy little faces were reflected in the waters of Fish-Pool Sea, while three happy children played the new game of sea captains and sail mender.

—Adapted from "The Instructor."

with their feet, and screamed insults at the lion with high-pitched voices.

The dance lasted for half an hour. Then the warriors placed the lion's body on their shields and carried it above their heads toward their village.

Outside the village the women received their warriors with songs and shouts. They carried the dead *simba* to the center of the village where the natives formed a circle about the body. The great lion was skinned and the mane was given to the chief. The young warrior who had defended himself so courageously under his shield was given the lion's heart.

That night those villagers were happy. Their cattle herds were not threatened, and the roaring of *simba* would not disturb their sleep. They would have peace until another *simba* would find his way to the cattle herds of the Masai warriors of Tanganyika.

REVIEW

1. What is the English word for *zimba*?
2. Where is Tanganyika?
3. How were the East African warriors planning to kill the lion?

DVORAK

(Continued from page 285)

Out on the plains of the midwestern part of the United States Dvorak went to visit a colony of Bohemian immigrants. Some people say that the loneliness of these country-men, living in a foreign land, inspired the composer to write the haunting melody of this *Largo* in his *The New World Symphony*. By all means hear it played by an orchestra or on a phonograph (there are excellent phonograph records of this symphony) whenever you have an opportunity.

Dvorak should have been happy in America, where he was appreciated, but homesickness drove him back to Prague to spend the last years of his life composing and directing the conservatory of music there. He died in 1904.

Dvorak wrote a beautiful sacred composition called *Stabat Mater* which you should hear when possible. You should also hear his short composition *Humoreske*. He wrote in all five symphonies, some symphonic poems, chamber music, and lovely songs, which are popular in the best sense, for they are beloved by the people.

You should remember

ARCHIMEDES

(Continued from page 280)

in addition their greatest inventor. He was first to realize the enormous power that can be exerted by means of a lever. He also invented the compound pulley, and a spiral screw for raising water and other substances which is still called "Archimedes' screw."

Now for the famous story about Archimedes: When Syracuse in Sicily, the native city of Archimedes, was besieged by the Romans, the Romans took the city, after a siege of three years. It is said that what particularly angered the Roman soldiers was that when they burst into his house, Archimedes was absorbed in the study of geometrical figures which he had drawn on the sand. To the soldier who interrupted him, he merely said, "Don't disturb my circles." Archimedes was slain in the massacre which followed.

these things; (1) the proper spelling and pronunciation of the name Dvorak (*dvor-zhak*); (2) that he is considered the greatest Bohemian composer; (3) that he wrote the famous *New World Symphony*.

THE WOODEN HORSE

(Continued from page 279)

two sons, crushed them to death.

"Surely this is a punishment for the priest's sacrilege against the sacred gift," cried the Trojans.

Since the gates were not wide enough, a breach was made in the wall, and the Horse was brought into the city. Then there was rejoicing. All men went to sleep, secure in the belief that the gods were kind.

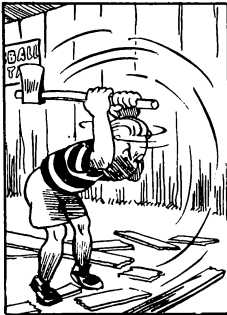
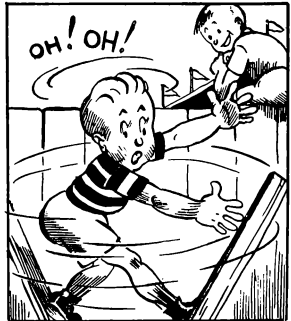
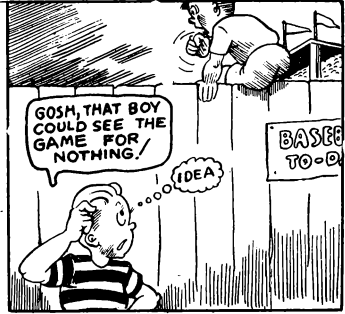
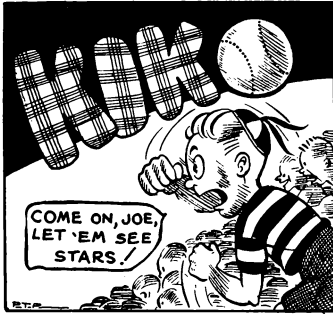
But while they slept, the Greek who had been captured—for so it had been planned—drew the bolts from the door of this "gift to Athena," and out came the hidden Greeks. Then a fire was lighted as a signal to the ships, which had turned back to sight of land. Soon thousands of Greek warriors swarmed in the streets of Troy.

All night the slaughter continued, and by morning only a mass of smouldering ruins marked the place where once had stood the proud city. The Trojan king's headless body lay on the seashore. So perished the Trojans except the few who escaped.

A REVIEW

1. What do you know of ancient Greece? (See the encyclopedia.)

THE FUNNY PAGE



SINGING CLUB

(Continued from page 299)

ing list to fill vacancies which will occur from time to time. So she chose 45 of the best singers, and made a waiting list of ten more.

We meet two times each week—Tuesday night and Friday night—from 7:30 to 9:00 o'clock. Our teacher has a number of High School Chorus Books and we learn to sing well many songs from these. Each group practices their part separately, and then we all sing together. We have now learned about twelve very good songs. As soon as we have enough songs learned, we are going to give a concert.

At each meeting of our club we always have a few visitors who like to hear us sing. Some of these are good singers, and they join in with us in singing some of the selections.

We all enjoy our singing club very much, and hope that other schools will follow our example.

DAY AT ASIN

(Continued from page 299)

had eaten until it was impossible to take another mouthful, we sat down to rest a little while.

After about an hour of resting, into the water we

THE FLAPPING BIRD

(Continued from page 293)

again at the lower dotted line, as shown in Figure 13.

Now take the head and fold it down into itself, as shown in Figure 14. The last step is to pull the tail down so that it slants outward as shown in Figure 15.

The flapping bird is now folded, but you must know how to make it flap its

LEARNING TO SKATE

(Continued from page 299)

arm in arm.

We go to the skating pavilion each Saturday evening, and enjoy skating very much. Sometimes we have a skating party, and then we all have a very happy time.

Skating is good exercise, and affords a very happy pastime. I think all boys and girls should learn to skate. It is much easier to learn than I thought before I tried it.

went again. How we did enjoy it! We splashed, and dived, and swam just as long as we wished. About four o'clock we began to dress and get ready to go home.

On the road home we talked and laughed and sang songs. Everybody agreed that our day at Asin had been a great success.

wings. All you have to do to make it move is to hold the part marked "lower neck" and pull its tail. This will make the wings go down. Let go the tail and the wings will go up. The bird may require a little loosening up before it flaps satisfactorily.

This is quite an amusing toy and is a good example of paper-folding. It is not so difficult to make as it sounds when you first read these instructions.

ARRANGING NUMBERS

So far THE YOUNG CITIZEN has received three different correct solutions to its Arranging Numbers Puzzle published in the July number. One of the solutions had the numbers arranged thus:

8.	1	6
3	5	7
4	9	2

Little Josefa Pascua, age 10, of the Puzol Barrio School, Pinili, Ilocos Norte, sent in the first correct solution. Others who have sent in correct solutions: Noime Gutlay, Corazon Cera, and Federico Quinto, all in Grade VI-3 of the Mangaldan Elementary School, Pangasinan; Filipina G. Bumagat, Grade V, of the Burgos Elementary School, Ilocos Norte.



Chats with the EDITOR

I WONDER, readers of THE YOUNG CITIZEN, if you have any idea as to the amount of work it takes to get ready for you an issue of this "magazine for young Filipinos." Do you realize the care and thoughtfulness which are necessary to get a copy of THE YOUNG CITIZEN into your hands?

Perhaps I can give you some idea of the work required and the persons necessary in order to give you THE YOUNG CITIZEN each month: First, come the writers. There are many of them—all over the Philippines—scattered far and wide.

Some writer gets an idea! "I'll write that for THE YOUNG CITIZEN," says he. So his article is carefully prepared, perhaps rewritten several times, and is mailed to the publishers in Manila. Then the article, with many, many others, is turned over to your Editor.

It's time to get an issue of THE YOUNG CITIZEN ready. The Editor settles down to some good, hard work. Material has to be chosen. First, he begins hunting in the folder marked "Material for Primary Grades." After much inspecting, he finally has enough for six pages—two for the First Graders, two for the Second Graders, and two for the Third Graders.

Next comes the hunt for stories. My! My! How many stories the Editor reads from various writers! At last he has one or two easy

ones for the space for *Little Stories for Little People*, and presently three or four or five stories for older readers to be placed in the space assigned to *Reading Time for Young Folks*. Believe me, those stories are very, very carefully chosen. There must be interest, there must be variety, there must be—well, there must be many things so the stories will be of the right kind.

Then comes the search for articles. The Editor looks through the various folders, such as the folder marked "Poems," the folder marked "Work and Play," the "Elementary Science" folder, the one containing "Health and Safety" articles, another marked "Music Appreciation," one labeled "Character and Citizenship," or "History," and last but not least the folder marked "The What-Are-You-Doing? Club." He goes through them all. After much reading and choosing, he has everything selected—articles which he thinks will make a well-rounded number for our young Filipino readers.

And then the editing has to be done. If there are errors in English, they must be corrected. Perhaps a sentence has to be changed here and there to make it a better sentence.

All the articles must be fitted into just so many pages which are just so many inches in size. That is all carefully planned in a blank

book the exact size of the magazine and which the printers call the "dummy."

Then the illustrators and photo-engravers get to work making pictures for the various stories, poems, and articles. And the linotype operators set up everything in type. After that there are two or three proof readings in order to see that the typographical errors are corrected. Finally the last page-proof is read and corrected, and the pressmen begin to run off the printed pages—hundreds and hundreds of pages, yes, thousands of pages for each issue.

After they are printed, the magazines are fastened together and trimmed—all by machinery—and turned over to the wrapping girls who place them in wrappers which have been previously addressed. A truck hands the addressed magazines to the Manila postoffice where they are weighed, postpaid, and are put into bags to start on journeys all over the Philippines to readers—young Filipinos and older ones, too—who are anxiously waiting for their monthly copy of THE YOUNG CITIZEN.

Such, in brief, is the process by which this very magazine which you are now reading gets into your hands. Many people, all working very, very carefully, have made it possible for you to enjoy this issue of THE YOUNG CITIZEN.

Who of these is the most important? I don't know. We couldn't get along without the writers, and we couldn't get along without the printers, and the publishers couldn't get along without the editor and the artists, nor any others whom I have mentioned.

And we all try to do a good job! Do you think we are succeeding? Goodbye.—THE EDITOR.

Announcement to All Our Young Readers:

Did you ever do something interesting and worth while? Have you had any experience in doing any of the following: (1) Collecting Philippine Shells, (2) Hunting Turtles, (3) Exploring a Volcano, (4) Catching Sharks, (5) Marking 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 Wild Animals, (13) Baking Bread or Cakes, (14) Making Articles of Clothing, (15) Making Articles of Furniture, (16) Visiting the Aquarium in Manila, (17) Collecting Moths and Butterflies, (18) Collecting Interesting Botanical Specimens, (19) Raising Orchids, (20) Visiting Primitive Peoples in the Philippines, or doing many other interesting things.

WRITE ABOUT IT IN A SHORT COMPOSITION.

Send your composition to THE YOUNG CITIZEN.

Each month the Editor of THE YOUNG CITIZEN will publish as many of the best compositions as space will permit.

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

The What-Are-You-Doing? Club

The rules for securing membership are simple.

OBSERVE THE FOLLOWING RULES:

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

Address all letters to:

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The Uses of
THE YOUNG CITIZEN

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

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

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

This magazine is published 12 times a year

COMMUNITY PUBLISHERS, INC.

MANILA