

**THE**

# YOUNG CITIZEN

UNIVERSITY OF THE PHILIPPINES  
LIBRARY

NOV 13 1949

THE MAGAZINE FOR YOUNG PEOPLE

JUNE, 1939

AP201  
y6

v.5  
no.6



30 Centavos



# **Announcement to Teachers:**

---

## **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:

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

# THE YOUNG CITIZEN

This Magazine Is Approved by the Bureau of Education

VOLUME 5

NUMBER 6

JUNE • 1939

● <b>FOR FIRST GRADERS</b>	
Learning Things— <i>Gervacia Guarin</i> . . . . .	188
● <b>FOR SECOND GRADERS</b>	
My Happy Bird . . . . .	190
My Picture Spelling Book . . . . .	190
The Work Room . . . . .	191
● <b>FOR THIRD GRADERS</b>	
Hands and Feet— <i>Doris I. Bateman</i> . . . . .	192
Some Animal Riddles— <i>Mrs. Josefina Arquiza-Santos</i> . . . . .	192
Sing a Song of Workshops— <i>Frederick Manley</i> . . . . .	193
A Help in English . . . . .	193
● <b>STORIES</b>	
Why Rosa Felt Glad— <i>J. Saez Pablo</i> . . . . .	195
A Vacation Story . . . . .	196
The Legend of Lake Balinsasayao— <i>Angel V. Campoy</i> . . . . .	198
Little Wung Foo . . . . .	199
● <b>POEMS</b>	
The Good Ship "Vacation" . . . . .	187
Making Four— <i>Vicente S. Maglalang</i> . . . . .	194
● <b>CHARACTER AND CITIZENSHIP</b>	
To School Again— <i>Dr. I. Panlasigui</i> . . . . .	186
The Road to Success— <i>Maximo Orevillo, Jr.</i> . . . . .	209
● <b>ELEMENTARY SCIENCE</b>	
Cats . . . . .	206
Dogs . . . . .	207
● <b>MUSIC APPRECIATION</b>	
The Instruments of the String Section— <i>Bert Paul Osbon</i> . . . . .	202
Tip-toe March— <i>Franz Joseph Haydn</i> . . . . .	205
● <b>HISTORY</b>	
The Old Wall of Manila . . . . .	200
The Story of the Philippine Anthem— <i>Donato Sadsad</i> . . . . .	204
Some Important Birthdays and Events of June . . . . .	216
● <b>HEALTH AND SAFETY</b>	
How to Have Good Teeth . . . . .	214
● <b>WORK AND PLAY</b>	
Some Pie Recipes . . . . .	210
The Whirling Jar— <i>Alice Crowell Hoffman</i> . . . . .	212
King of the Ring— <i>Pablo Moreno</i> . . . . .	212
Improving Your English— <i>Mrs. Paz J. Eugenio</i> . . . . .	213
Cross-Word Puzzle— <i>B. Hill Canova</i> . . . . .	213
The Animal Tourists Return Home . . . . .	221
The What-Are-You-Doing? Club . . . . .	223
Chats with the Editor . . . . .	224

Ed. Dr. Panlasigui

Published monthly by the Community Publishers, Inc., 122 Crystal Arcade, Escolta, Manila, Philippines. Entered as Second Class Mail Matter at the Manila Post Office on May 16, 1935. Editorial Director: José E. Romero; Managing Editor: Bert Paul Osbon; Contributing Editors: Dr. I. Panlasigui and Quirico A. Cruz; Staff Artist: Pedro Pagnia; Business Manager: Emiliana Garcia Rosales. Subscription Price: \$3.00 for one year of 12 issues; \$2.00 in the United States and foreign countries. Single copy, 30 centavos. Subscriptions are to be paid to Community Publishers, Inc.

THE MAGAZINE FOR YOUNG PEOPLE



## THE MESSAGE THIS MONTH

### TO SCHOOL AGAIN

In the month of June the schools open.

Children go back to school.

And why do children go to school?

One day I saw two little boys playing. They were building a little sand-hill. One of the boys put a handful of sand on the ground. The other boy put down another handful. Little by little the two boys built the sand-hill higher and higher by each putting on the pile handful after handful of sand. Soon the hill was high and the two boys were very happy.

But that was not enough. They put some grass and plants on their sand-hill to make it look like a real hill. They also put some small stones on it. Then the sand-hill became like a real hill with grass, plants, and stones. And the little boys were very happy because of the hill which they had built.

Children who go to school are like the two boys building a hill. Of course they are not building a hill, but they are building themselves into men and women.

Don't children grow to be men and women without going to school? Certainly they do, but they just grow like animals. They don't learn much to make them good citizens.

The school is building men and women out of school children. Every day in school a boy learns many things to make him become a man, and a girl learns many things to make her become a woman. They learn how to read and write. They learn arithmetic. They learn about their country and their people. They learn about other people. They learn how to love the beautiful such as music and painting and other things. They learn how to live with other people. Those things they learn every day in school. But they cannot learn them in one day, one week, one month, nor one year. It takes them many years to learn those things that make them men and women.

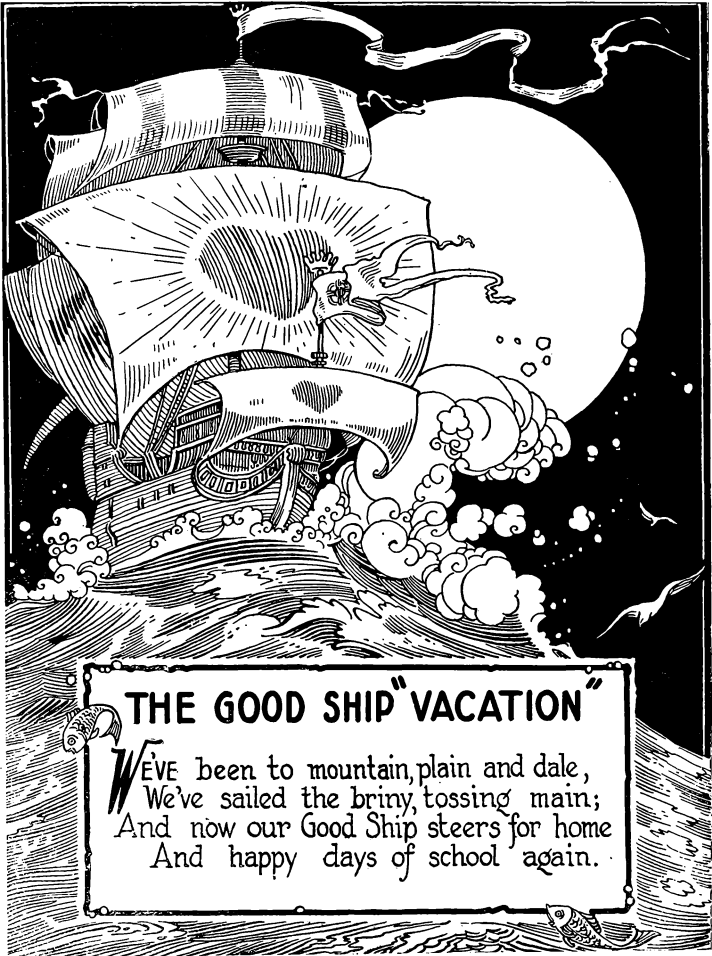
Why do children go to school?

They go to school to make out of themselves men and women who will become good citizens.

The month of June should make all children happy because they are going back to school.

The school is making children into useful men and women.

—DR. I. PANLASIGUI



## THE GOOD SHIP "VACATION"

WE'VE been to mountain, plain and dale,  
We've sailed the briny, tossing main;  
And now our Good Ship steers for home  
And happy days of school again.

FOR FIRST GRADERS**Learning Things**

By GERVACIA GUARIN \*

*I. Learning to Read Names*

Look at all the pictures on the next page. What do you see in each picture? These are the names of the things you see:

birds	tops	fish	books
pigs	fan	cats	chickens
flowers			baskets

*II. Learning to Count*

Again look at all the pictures on the next page. In the square below each picture write the number which is the answer to each of the following questions:

- |                               |                       |
|-------------------------------|-----------------------|
| 1. How many birds do you see? | 6. How many fish?     |
| 2. How many pigs?             | 7. How many cats?     |
| 3. How many flowers?          | 8. How many books?    |
| 4. How many tops?             | 9. How many chickens? |
| 5. How many fans?             | 10. How many baskets? |
|                               | Count them again.     |

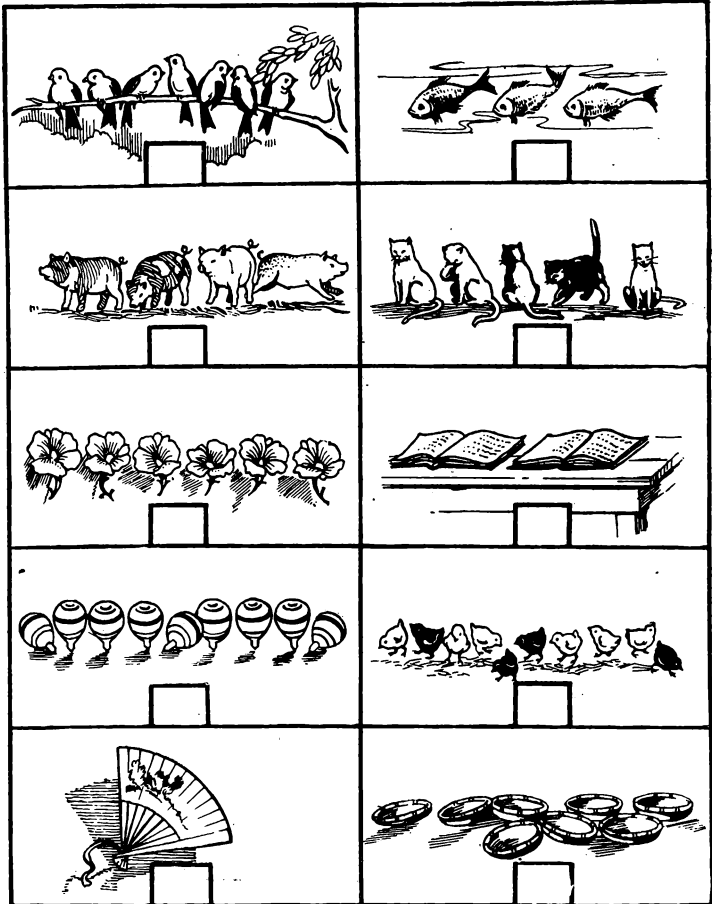
*III. Learning to Draw and Color*

Get a thin sheet of paper without lines. Place it over the pictures on the next page. Get your colored cayons.

- |   |  |
|---|--|
| 1. Trace the birds.<br>Color them yellow. | 4. Trace the tops.<br>Color them pink.   |
| 2. Trace the fan.<br>Color it blue.       | 5. Trace the pigs.<br>Color some brown.<br>Color some green.<br>How funny. A green pig.<br>Pigs are not green. I never saw a green pig. Did you? |
| 3. Trace the flowers.<br>Color them red.  |  |

\* Teacher, Arayat Elementary School, Arayat, Pampanga.

FOR FIRST GRADERS



## FOR SECOND GRADERS

**My Happy Bird**

My happy bird is brown and  
white;

He's on the branch soon as  
it's light.

He hops and skips from morn  
'till night,

And chirps and sings with all  
his might.

My happy bird is always  
gay;

He works and sings, and that's  
his way.

But still he finds some time  
for play—

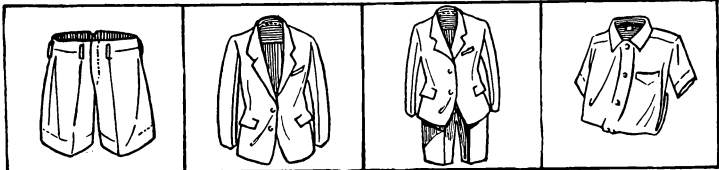
He works and sings and  
plays each day.

**My Picture Spelling Book**

## V. CLOTHING

This is the fifth 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. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



trousers

coat

suit

shirt



FOR SECOND GRADERS**The Work Room**

THE corner of our school room  
is a work room.

There is a low table.

There are low chairs.

There are scissors.

There is colored paper.

There are books with pictures.

There are nails, a small saw,  
and a small  
hammer.

There are pieces  
of wood.

There are cray-  
ons.

There are paints  
and an easel.

There is model-  
ing clay.

There is a printing set.

There is a sewing-basket.

The boys and girls work  
there every day.

They make picture books.

They paint big pictures.

They make signs like these:

All on Time Today.

Please Work Quietly.

Rosa made a doll's dress.

Eduardo colored a picture.

Francisco made a little wagon.

Lilia made paper dolls.

Maria made a vegetable book.

Ana made a big black dog.

Juan made a cow for the farm.

Josefa made a picture of a little  
pig.

Felipe made a  
picture of a  
sail-boat.

Pat painted a  
picture of his  
goat.

All the boys and  
girls say:

"We like our

work room very much."

*Answer These*

1. What things are in the work room?
2. What signs did the boys and girls make?
3. What things did they make at school?

—Adapted from *The Grade Teacher*.



FOR THIRD GRADERS**Hands and Feet**

By DORIS I. BATEMAN



HANDS can be so helpful through the  
busy day,

Washing dinner dishes and putting  
things away;

Sweeping floors and scrubbing, making  
rooms so clean,

Always helping mother hands and feet  
are seen.

Feet can have their duties in running  
errands, too;

Hands and feet are happy then, when  
the day is through.

**Some Animal Riddles**

By MRS. JOSEFINA ARQUIZA-SANTOS \*

- I. I can run fast. I love my master. I guard his house from thieves. I like to eat bones. When I am ashamed my tail droops and I hang my head. I am a faithful friend. What am I?
- II. I am a big animal. The color of my skin is gray. My skin is thick. I do not walk very fast, but I can pull a heavy load. I like to lie in the mud and water. I am very strong. What am I?
- III. I am a great eater. I will eat any food, but I like corn the best. I have a short curly tail. My nose is tough and strong. I use it for digging in the ground. My eyes are small. I squeal and grunt. What am I?

(Please turn to page 218 for the answers.)

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

FOR THIRD GRADERS**Sing a Song of Workshops**

By FREDERICK MANLEY



SING a song of workshops. Busy men  
and things:

Blacksmiths at the forges where the  
anvil rings,

Ploughmen in the meadows furrowing  
the soil,

Nature and her showers blessing all  
their toil.

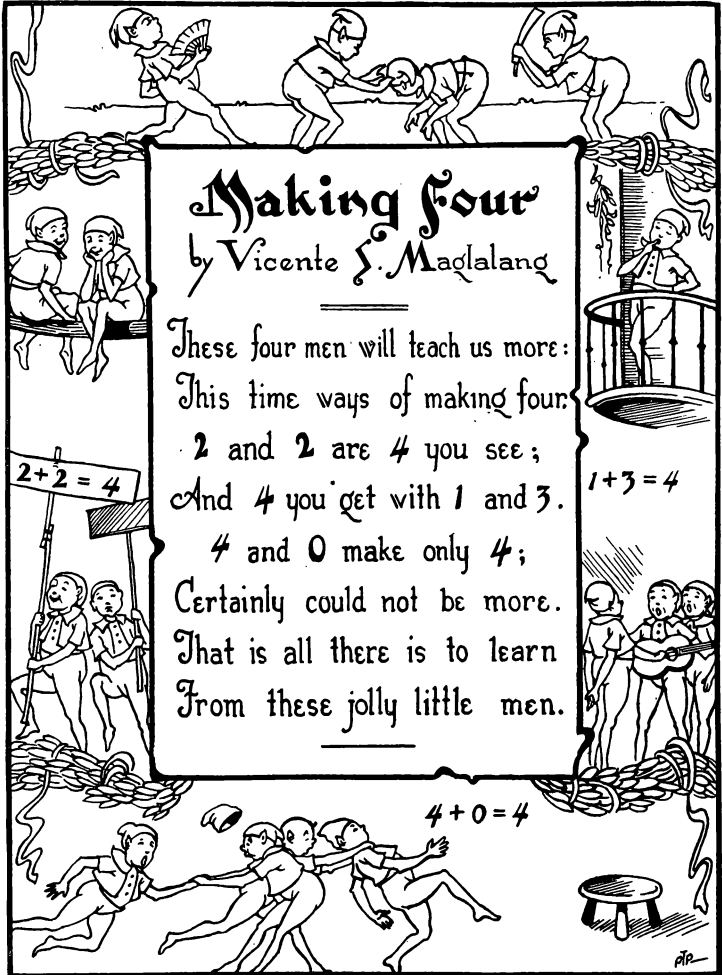
Sing a song of workshops. Busy men  
and boys;

Daily honest labor brings to us its  
joys.

**A Help in English**

Read each question carefully. Underline the correct answer:

- |  |  |
|--|--|
| 1. Who makes our bread?<br>sailor baker butcher                    | 4. Who teaches boys and girls<br>in school?<br>miner teacher fisherman |
| 2. Who digs coal used as fuel?<br>doctor lawyer miner              | 5. Who takes care of sick people?<br>farmer grocer nurse               |
| 3. Whom do we call when we get<br>sick?<br>doctor merchant teacher | 6. Who sells things to eat?<br>dentist grocer blacksmith               |



## A LITTLE STORY FOR LITTLE PEOPLE

# Why Rosa Felt Glad

By J. SAEZ PABLO \*

ROSA, a sweet-faced little girl of nine, was walking happily along on her way to school. Suddenly her foot struck something that rolled with a jingling sound. She looked down. To her surprise it was a peseta.

She hurriedly picked it up. While she walked the rest of the way to school she kept thinking of her good luck.

She was thinking of the many things she could buy with a peseta.

"No one saw me pick it up, so I shall keep it," thought Rosa.

Presently she was seated in her class. While she was sitting there, a question came to her mind. Should she not try to find out who had lost the peseta?

No, she would keep that peseta. She had found it, and after all, no one knew she had found it.

But her conscience kept troubling her. "It is not yours, it is not

yours" kept coming to her mind.

Finally she drew forth the peseta and handed it to her teacher.

"I found this peseta on the way to school. Perhaps some one in this class lost it," she said to her teacher.

"Rosa found a peseta. Did any one in this class lose a peseta?" the teacher asked.

No hand was raised. Finally Guillermo held up his hand.

"Did you lose a peseta, Guillermo?" asked the teacher.

"No, Miss Blanco, but I know someone who did. The little girl who

lives over in that old house near the railroad track lost a peseta. Her mother had sent her to buy rice with it. The little girl cried very much when she could not find it, for she said her mother had no more money. Her mother is a widow, you know. Shall I take the



\* Gregorio del Pilar Elementary School, Manila.

(Please turn to page 218.)

## READING TIME FOR YOUNG FOLKS

### A Vacation Story

IT was the first day of school and the children in one of the grades of Central School had a new teacher.

"What is her name?" Josefa asked Salud.

"Miss Benitez," answered Salud. "And I think we are going to like her very much."

By that time many of the pupils were in the room.

Soon Miss Benitez entered. She had some packages which she placed on her desk.

"Come, boys and girls," said Miss Benitez in a pleasant voice. "I have brought some things for our room. During vacation I visited a number of places, and wherever I went, I thought of our school room. So I have some things which I think you will like."

Many of the children had gathered around the desk of their new teacher.

"Please, Miss Benitez, will you show us the things you have brought?" asked little Maria.

"Yes, indeed," replied Miss Benitez. "We shall unpack some of them right now."

"Miss Benitez," said Romualdo, "where did you go during your vacation?"

"I went to a number of interesting places. First I went down to see the southern islands in the Philippines. We people who live up in Luzon do not get down there very often. I have brought you some articles from Mindanao and Jolo and Negros and other places in the southern islands. I spent some of my vacation in Teachers Camp up at Baguio. I have brought something from the Mountain Province which I think will interest you."

"What a splendid vacation you must have had!" said Roberto.

"Yes, I did," replied Miss Benitez. "I have not yet told you that I also was in Hongkong for several weeks visiting friends. Of course I got some interesting articles in Hongkong for our room. But now, let us open

these packages and see what I have."

First Miss Benitez showed them several wood carvings which she had brought from Baguio. One was a carving of a carabao with a boy sitting on his back. It was very cleverly cut out of black wood.

From Jolo there was a bright colored piece of cloth to be used as a cover for the reading table in the corner.

"Here is something else I got at Jolo. Some large mother-of-pearl shells. But-



tons are made from shells like these, and magnificent pearls are found in some of them. See how beautiful they are on the inside," Miss Benitez said to the interested children.

"These faces came from Zamboanga," she said as she showed some large coconuts, the husks of which were carved into grotesque masks.

"I got these in Negros," Miss Benitez went on as she showed a basketful of interesting shells of many kinds. Juliana held one of the largest to her ear, and heard something which sounded like the faint roar of the sea.

"But look at this lovely little Chinese painting," continued Miss Benitez. "It is from Hongkong, and is painted on rice paper. And here are some curious Chinese locks from Hongkong. They will interest the boys."

The children were delighted with what they had seen.

"I will show you the rest of the things and tell you about them later on," said Miss Benitez.

The next day the lessons of the class began. It was easy to see that already the children liked Miss Benitez very much.

After classes were dismissed in the afternoon a group of the pupils of this room got together under a large acacia tree out in the school yard. They were talking about Miss Benitez.

"She is just lovely," announced Josefa.

"I like her fine," said Valeriano.

"Let's do something nice for her," suggested Eustaquia.

"What will it be?" asked Salud.

"I'll tell you what would be nice," said Francisca. "Suppose we make her a scrapbook. I will get a suitable book

from my father's store, and each one of us will put something in it which will tell of our vacation."

So the children met after school the next day, and began at the work table to make a vacation scrapbook for their new teacher.

Each pupil was to have a page in the book to show something done during vacation days.

With scissors and paste they were very busy for several days. Miss Benitez never guessed even once that her pupils were making a present for her.

By and by the book was done. Maria had painted a picture of a farm house and a large mango tree nearby to show where she had spent her vacation.

Juanito had pasted on his page some small photographs he had made with his kodak. There was a picture of Mayon Volcano which he had visited, and a picture of a sailboat in which he had gone fishing. Down in one corner of the page was a picture of Juanito himself in a boy scout uniform.

Josefa wrote on her page about her trip to Antipolo, and illustrated her story with a picture of the famous church there.

Francisca fastened to her page some pressed flowers which she had collected on a trip to the waterfalls at Pagsanjan.

There was a page of pictures of vegetables cut from a magazine to show what Pedro had done during vacation. There was also a page of sketches of birds which Juliana had studied about in her spare time. Under each sketch was written the name of the bird.

Tomas had a page of postage stamps from the collection he had made during

*(Please turn to page 217.)*

# The Legend of Lake Balinsasayao

(A Visayan Folk-Tale)

By ANGEL V. CAMPOY\*



A LONG time ago, on the top of one of the mountains in the island of Negros where Lake Balinsasayao is today, there was a broad, fertile plateau. This plateau was the home of a warlike tribe of Negritos who were under the leadership of Chief Guinatab.

Chief Guinatab was a daring and ruthless warrior who ruled the members of his tribe because of his skill and bravery in war. His tribe of Negritos was hated by the people who lived on the lowlands, for these savage hillsmen sometimes stole the carabaos, pigs, goats, and chickens of the peaceful plainmen, and carried away the corn and the bananas when they were ready to be harvested. These savage mountain people swarmed upon the lowlanders with spears and bows and arrows, and killed any who resisted or did not take to flight.

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

One day in June the warriors of Chief Guinatab carried away one of the most attractive of the lowland girls. They wanted her for the wife of their chieftain. Resentment and sorrow were felt by all the people of the nearby plain, but upon the mountain there was great rejoicing and merrymaking in celebration of the wedding of their chief and a beautiful lowland maiden. The people danced to the noisy music of drums, flutes, and gongs. The dancing and feasting continued throughout the day and far into the night. All were happy except the kidnapped bride, who wept and prayed for deliverance.

While the merrymaking and feasting was at its height, suddenly there was a blinding flash and a deafening roar. The rain began to fall in torrents. Peal after peal of thunder followed the continuous flashes of lightning. The very mountain began to shake. There was a great wind—a hurricane was upon the frightened mountain tribe.

Suddenly there was another deafening roar and a blinding flash of unusual intensity. The earth shook. A great opening appeared on the mountain side, and amid indescribable terror and confusion the huts and the people of the village were swallowed by the earth. Everything disappeared. The crevice closed, and the village of Chief Guinatab and his people was no more. The village was gone.

The rain continued all the night in a torrential downpour. When the morn-

(Please turn to page 222.)



## Little Wung Foo



*Little Wung Foo*

His father was a rich silk merchant in Canton. His grandmother was a little old lady who wore such rich clothes, painted her face so carefully, and had so many jewelled pins and flowers in her hair, that she looked quite young. Wung Foo was proud to have her lean on his shoulder when she wanted to cross the room. Her little crippled feet were only four inches long, and she had hard work walking without someone to help her.

Chinese stories for children were the scariest kind. They were all about witches and dragons. But they did not scare Wung Foo.

Wung Foo looked very fat in the winter time because he had to wear thick quilted cotton clothing. There were no stoves to keep the house warm. And there were no soft mats on the cold brick floors; so his gold-trimmed red cloth shoes had thick white felt soles. He

WEN Wung Foo was a boy — which was 30 or 40 years ago — he studied very hard at school, and if he learned as many as twenty-five new sign words his grandmother told him stories in the evening.

wore loose trousers of red silk, folded around his ankles, and a wadded blue silk coat. He kept his round cap on, even in the house, and was a small copy of his father. His head was shaven, all but a thick black lock on top.

Wung Foo's home had a wall around it. It stood in a garden with a lily and fish pond, a bridge, and a curly-roofed tea-house. The women's sitting-room was very pretty. It had stools and tables of carved black wood, inlaid with pearl flowers. On the walls were hung pictures embroidered on red satin or painted on rice paper. There were vases and jars of red and gold, and blue and white. The tea trays were of silver with gold birds on them.

The ladies opened and shut scented fans. They spun flax, embroidered on silk and linen, and played dominoes. They had pet goldfish and singing birds. They ate a great many sweet things. When they visited the other ladies they went in sedan chairs, which were cushioned and curtained boxes with doors and windows. The tops resembled Chinese roofs. Men servants carried the sedan



*Wung Foo's Father*

(Please turn to page 222.)

## HISTORY SECTION

# The Old Wall of Manila

ON the front cover of this issue of *The Young Citizen* is shown a picture of what, to every resident of Manila, is a commonplace sight. A *cochero* has stopped his horse and *calesa* under the shade of a great tree to give the tough little pony a rest. But the interesting part of this picture is shown in the background on the left. Here we have a glimpse of a section of the old wall of Manila, a wall which has stood more than 300 years.

Let us learn something about this old wall, for its history is most interesting. First we shall have some information about the building of this very historical old wall. Its construction extended over many years—several centuries, in fact—and it was the work of many engineers. The plans were changed from time to time, and the last changes, authorized some 65 or 70 years ago, were never completed.

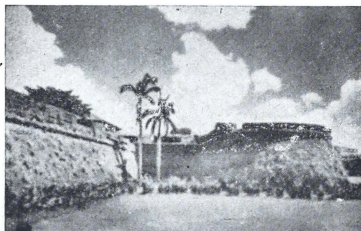
In 1571 a wall made of logs was erected where the present structure stands. This log wall was the protection of Manila during the Chinese attack of Limahong and his men in 1574. The log wall was replaced by one made of stone which is still standing.

The Spanish governor-general Dasmaringas began

ish troops entered. They marched up the street which is now named Calle General Luna. After a short period of British occupation in Manila, Spain was again left in complete control of the Islands.

The British siege had shown weaknesses in the wall, so improvements were planned and made. The old Puerta Real (Royal Gate) was moved to its present location. More changes were made in 1797, at which time it was strengthened.

The entire wall is less than three miles in length, and the old section of

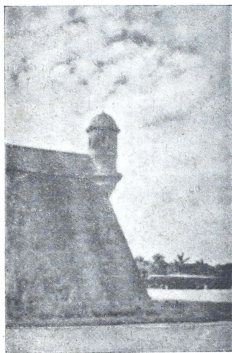


*A Corner of the Old Wall*

building the present wall in 1590. In 1609 de Silva resumed its construction; work was continued by de Tabora in 1620, and again by de Fajardo in 1644. Between each of these periods of construction there were intermissions when no work was done on the wall.

In 1672 the British attacked Manila. Cannon shots made a breach in the wall through which Brit-

Manila within the walls—known as Intramuros or the Walled City—is not quite one square mile in extent. At present about 50,000 inhabitants live within that section of Manila, but in times of danger during the centuries past it is said that 150,000 people found refuge within the Walled City. The wall was surrounded by a moat filled



*A Watch Tower of the Old Wall*

with water. At first there were seven gates, but in later times there were only five, the other two having been closed up. A draw-bridge at each gate was raised and lowered by a windlass. These gates were closed at night and opened each morning until 1852.

At the time of the early American occupation the moats were mudholes filled with slimy water, the breeding place of millions of mosquitoes. Later the moats were drained, filled in, and converted into parks and playgrounds. A limited portion of the wall is now used as an aquarium and small zoological park which is well worth a visit.

Old Fort Santiago occu-

pies a place in a corner of the wall. Construction on this fort was begun with the work on the wall in 1590. The structure was used as a fortification until 1901, when its use for that purpose was abandoned, and it became the headquarters for the Philippine Division of the United States Army.

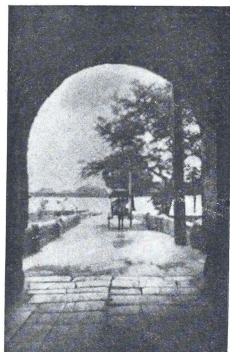
Gruesome stories are told about the dungeons and prison cells within the old wall, especially that part where Fort Santiago is located. It is said that some of the prison cells were built below water level, and when desired, a flood-gate was opened to admit water to drown the unfortunate prisoners. Skeletons of human beings have been found, it is claimed, in some of the chambers, as well as instruments of torture used during the Inquisition. One can readily imagine what agonizing groans and cries have echoed within those terrible chambers.

There is no building or masonry in the Orient which is of greater interest than the old wall of Manila, except, of course, the Great Wall of China. Manila has been served well by this protecting structure,

and now that its usefulness as a defence is over, we should look upon it as a splendid memorial of the past. If they could speak, every stone in the old wall would have an interesting story. Some day a great Filipino historian, perhaps, will write for us the stories—or some of them, at least—which these stones could tell.

The old wall of Manila is associated with the greater part of all the events of the Philippines which are of historical interest. Cannon shots have whizzed over the parapets, and terrible deeds have been enacted behind the gates. In

*(Turn to page 218.)*



*A Gate of the Old Wall*

## MUSIC APPRECIATION SECTION

# The Symphony Orchestra

By BERT PAUL OSBON \*

(Continued from the May number)

### VI. THE INSTRUMENTS OF THE STRING SECTION



First Violin

Second Violin

Harp

Double-bass

Viola

Violoncello

WE have learned about each of the four sections of the instruments of the symphony orchestra. Now we are ready to learn at least a little about each of the instruments of these different groups.

First let us examine each instrument in the most important section—the string section. In doing so we shall use the illustration of the instruments of the string section which appeared in the January number of *The Young Citizen*.

#### *The Violin*

The violin has four strings and is played by a bow. It is the most important instrument of the symphony orchestra and has to do the most playing.

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

If you will refer to the September, 1938, and the October, 1938, issue of *The Young Citizen*, you will find a history of the development of the violin. It is suggested that you read those articles again if possible.

The invention of the violin offered great opportunities to music composers. Violin solos were first written in the seventeenth century. One of the greatest players of the violin was Paganini (born 1782, died 1840) who showed the tremendous technical possibilities of the instrument by playing the most difficult compositions.

At the present time the standard of violin playing is very high. The players of this instrument in a symphony orches-

tra must be exceedingly skillful performers.

The violins of the symphony orchestra are divided into two groups—first violins and second violins. The players in each group use the same kind of instrument, but play different music. Notice the pictures of the first violin and the second in the illustration on page 202.

#### *The Viola*

Look carefully at the picture of the viola (pronounced vee-o-la) on page 202. This instrument has the same shape and appearance as the violin. It has four strings and is played by a bow.

If you place a violin and a viola side by side you will find that the viola is larger than the violin. It is one-fifth larger. Therefore the viola can play tones lower than those of the violin.

The tone of the viola is a little heavier than that of the violin—"more gloomy" as it is often described. It is not so useful as the violin as a solo instrument because it cannot play in so many different ways—"colors"—as the violin. In the music of the orchestra it plays tenor or alto, and thus is one of the most valuable instruments for filling in the harmony.

#### *The Violoncello*

Notice the picture of the violoncello (pronounced vee-o-lohn-chel-lo) in the illustration on page 202. This is a large instrument and the player must always sit while playing it.

It has four strings and is played by a bow. This instrument is often called the 'cello (pronounced chel-lo). It plays tenor or nigh bass (baritone) in the orchestra.

The 'cello is better liked as a solo instrument than the viola and its tone has more possibilities.

So far as can be discovered, Amati (born in 1540, died in 1600) was the first maker of the violoncello. He also made violas, as well as violins.

The 'cello has a characteristic and very beautiful quality of tone. It is an excellent instrument for a boy or a girl to learn to play.

#### *The Double-bass*

By looking at the picture of the double-bass on page 202 you will notice what a large instrument it is. It is often called the contrabass or string bass. It usually has four strings and is played by a bow. The player must always stand while playing it.

The tone of the double-bass is much heavier and the instrument itself is much more clumsy to handle than the other members of the group. Therefore it is almost never used as a solo instrument. It is excellent, however, to play a deep bass part in the orchestra.

The boy or girl who wishes to learn to play a double-bass in the school orchestra should have large, strong hands.

#### *The Harp*

The harp is one of the oldest musical instruments (dating back over six thousand years), yet it became one of the regular members of the symphony orchestra less than three-quarters of a century ago.

Now look at the picture of the harp on page 202. Notice the position of the harp player, who always sits while playing.

The harp is pictured in Egyptian wall-paintings of three thousand years ago. It was also used by the ancient Greeks, and by the Hebrews in Bible times. In medieval centuries it was used in Europe,

(Please turn to page 218.)

# ✓ The Story of the Philippine Anthem

By DONATO SADSAD \*

THERE is a story connected with the music of the *Philippine Anthem* and another story connected with the words. First let us hear the interesting story of the music which is sometimes called the *Philippine National Hymn*. It is also known as the *Magdalo March* and is occasionally referred to as *Aguinaldo's March*. It is called the *Magdalo March* because Magdalo was the name which General Emilio Aguinaldo used when he was a member of the Katipunan.

It was General Aguinaldo who requested the writing of the music which was composed by Julian Felipe, a local music teacher and composer. When the Battle of Manila Bay was fought between the Americans and the Spaniards, Julian Felipe and his family went to live temporarily at San Francisco del Monte, Cavite. He lived for a while in the house of General Mariano Trias who presented him to General Aguinaldo. Learning of Mr. Felipe's knowledge of music, General Aguinaldo at once requested the composer to write music for the celebration of a declaration of independence. The composer accepted the commission.

On June 11, 1898, in the house at Cavite in the presence of General Trias and others, the composition of Mr. Felipe was played. It was approved by all who heard it. Mr. Felipe then taught the music to the band at San Francisco del Monte, and the following day, June 12, 1898, this band played the music at the

declaration of Philippine independence in Kawit, Cavite.

Now let us hear the story of the words: The words were first written by Jose Palma, a Philippine soldier who was also a writer. When the Katipunan was organized, Mr. Palma joined the revolutionary forces. He was also on the staff of the newspaper *La Independencia* as the editor of the Tagalog section. When the newspaper was transferred to San Fernando, Pampanga, the Tagalog section was discontinued, so again Mr. Palma went to the revolutionary forces as a private soldier. Later he joined the newspaper at Bautista, Pangasinan. It was there that he wrote the words for the *Magdalo March* or *Aguinaldo March*, composed by Julian Felipe. The poem in Spanish was published in *La Independencia* sometime in August or September of 1899. With the singing of the *Magdalo March* the Philippine national flag was unfurled for the first time.

This song is now called the *Philippine Hymn* and is published in the text-books in music in use in the Philippine public schools. It is often referred to as the *Philippine National Anthem*, although as yet the Philippine Assembly has not adopted the song officially.

Such is the story of the *Philippine Anthem*. The music of this song and a free English translation of the words by the Hon. Camilo Osias and M. A. L. Lane will be found in *Book Two* of the Philippine Edition of the *Progressive Music Series*. Every Filipino boy and girl should memorize this song.

\*Teacher, Camiling, Tarlac.

# TIPTOE MARCH

*Allegretto*

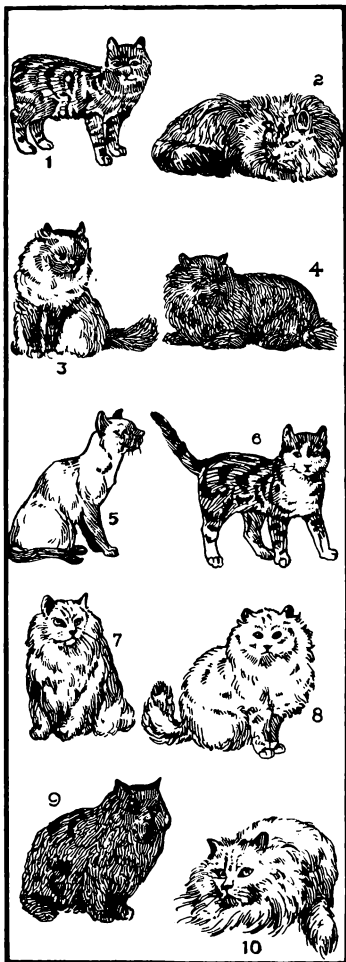
FRANZ JOSEPH HAYDN

The first system of musical notation consists of two staves. The upper staff is in treble clef with a common time signature (C). It begins with a piano (*p*) dynamic marking. The melody is composed of eighth and quarter notes. The lower staff is in bass clef and contains a simple accompaniment of eighth notes, with some notes marked with an 'x'.

The second system of musical notation consists of two staves. The upper staff continues the melody from the first system, ending with a double bar line and repeat dots. It features a forte (*sfz*) dynamic marking. The lower staff continues the accompaniment, also ending with a double bar line and repeat dots.

The third system of musical notation consists of two staves. The upper staff continues the melody, featuring a mezzo-piano (*mp*) dynamic marking. The lower staff continues the accompaniment, which includes some sixteenth-note passages.

The fourth system of musical notation consists of two staves. The upper staff continues the melody, starting with a piano (*p*) dynamic, followed by a crescendo (*cresc.*) leading to a forte (*f*) dynamic. The lower staff continues the accompaniment, ending with a double bar line and repeat dots.



## Cats

THE next time you play with your pet cat examine her carefully and learn some things in elementary science. Notice especially her large, roundish head, the long slender body, the rather short but muscular legs, and the long, tapering, graceful tail. Examine her feet and see how they are shod with soft pads so that her footsteps cannot be heard. Do not overlook her sharp, strong claws, which may be drawn back so as to be out of sight and not easily felt. You may also notice that your cat can extend her claws whenever she wishes to do so, in order to use them in catching and holding her prey.

Then examine your cat's eyes. The shape of the pupils of her eyes is elliptical, that is, curving, but not in the form of a circle. In bright sunlight, the pupils of the cat's eyes are narrow slits, but when it is dark they are large to admit more light. This enables her to see at night when she does most of her hunting.

The long, stiff hairs on either side of the cat's nose are commonly called whiskers. Really, they are feelers and are very useful to the cat. Without them she could not hunt her prey in the dark. They give her warning if there is anything in her path.

The senses of sight, touch, and hearing are very well developed in the cat. Her ears are so sensitive that she can hear the creeping of a mouse at a distance of many yards.

All cats are good climbers. They all prefer to hunt at night. They like to creep upon their prey, or lie in wait and spring upon it unawares. This is true of all cat-like animals.

(Please turn to page 220.)



## Dogs

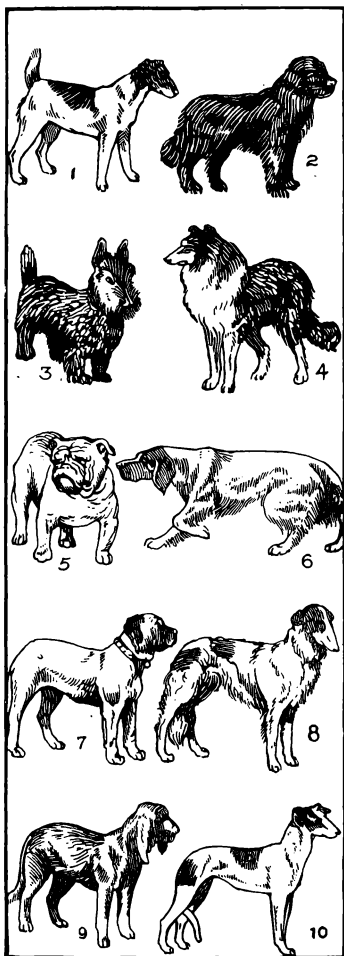
A DOG is man's oldest and most faithful friend. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will kiss the hand that has no food to offer. When all other friends desert, he remains. Of no other animals can this be said.

Among the many animals which man uses, the dog stands first of all. Long before there were any pictured records of man's history, the dog was his tamed companion; his bones have even been found with those of Stone Age man.

Scientists say that early men developed dogs for hunting purposes from the wild wolves of their particular regions. These were wolf-like dogs such as the Eskimos use today, or such as are shown in Egyptian pictures more than 5,000 years old. Most of dogs that we know, however, have been developed within the last few centuries to meet man's needs or his whims.

But our dog friends of today still have many queer little ways of reminding us of their wolfish ancestors. The hunting dog bays—a reminder of hunting wolves baying to keep the pack together. The dog howls at night—the habit of his forefathers of calling the pack. He turns around before lying down because his ancestors had to do so in tramping down a flat sheltered bed of grass or leaves. And he still buries bones just as his wild forefathers buried theirs in the wilderness in order to prevent their enemies from sharing them.

The dog has to thank his ancestors, too, for his wonderful sense of smell, his keen hearing, his marvellous eyes, sharp teeth,



his great endurance, his courage in the face of danger, his strong legs for running, his lean muscular body covered with coarse protective hair—all of which fit him for the active life of a hunter.

In the World War dogs were used as rat killers, as Red Cross dogs for feeding and aiding the wounded, as sentinels, and as messengers. About 10,000 of these dogs were "doing their bit" when the armistice was signed.

During the Great War, dogs were sent out with first-aid kits strapped to their collars to hunt out the wounded; they carried cans of soup through front line trenches to cheer and strengthen the fighting men. They mounted guard at dangerous listening posts because their keen sense of hearing was better than that of man; they carried messages through barbed wire and showers of bullets.

Some dogs were heroes, and received medals for bravery. There was a little black and white setter, who, when his master was buried by a shell explosion, partially dug the soldier out of the earth, and then faithfully remained by his side for three days and nights, until finally the

man and his dog were rescued.

Another dog, without any help, dragged his master—left for dead—back to the trenches. A great sheep dog from time to time saved the lives of a hundred French soldiers lying wounded. Many other stories could be told of how dogs helped in the Great World War.

In times of peace the dog proves himself a useful friend in many ways. The Scotch collie sometimes has charge of a flock of sheep. Then he lives with them, gathers them from the distant pastures, brings them to the fold when they are needed, and will let no prowler meddle with them.

It is a wonderful sight to see one of these dogs going over hill and valley getting his flock together, separating a sheep from other sheep, guarding the flock, keeping them from running away, and finally bringing them home. Because of his remarkable sense of smell, the collie and other shepherd dogs can trace and find lost sheep in snow storms.

Some very useful dogs are those which draw the sledges which furnish transportation in the frozen parts of North America—

Canada and Alaska. The sleds and the dogs to draw them make possible an expedition in the interior in the dead of winter.

Many of our barking four-footed friends serve as sentinels or guards of honor for their masters. Mastiffs, those large, brave fellows, were once used in warfare and hunting, and in Roman times, for fighting in the amphitheater. The great Dane dogs are used in Northern Europe for hunting. Bulldogs are remarkable for their courage and their ability to "hold on." Today mastiff, dane, and bulldog are all excellent watch dogs.

The bloodhound has a most astonishing keen scent. Like their wild ancestors they learned the trick of following the scent of one animal through the confusion of many other smells, and learned, too, even to pick up a trail on the farther shore of running water. Bloodhounds are used by police in tracking down criminals. So remarkable is their scent, it is said, that they can follow a trail 30 hours after it is made.

One of the swiftest running dogs is the slender greyhound. He hardly seems to touch the ground as he darts along.

(Turn to page 220.)

**CHARACTER AND CITIZENSHIP SECTION****The Road to Success**

By MAXIMO OREVILLO, JR.\*

THERE are two qualities which help one very much in travelling the road which leads to success. These are patience and perseverance. I believe very firmly that in order to become successful one must have these two qualifications—one must be patient and persevering.

What is patience? It is, I think, the ability to wait and wait, hoping and trying to achieve success. One who is not patient becomes discouraged in a little while if his plans are not successful, but the one who is patient is willing to wait for success. He is not discouraged if success does not come immediately.

And what is perseverance? That is the ability to keep on trying—to continue on and on, and never give up.

The world's great men

\* Student, University of Santo Tomas, Manila.

have had patience and perseverance to a marked degree. Lincoln, for example, became a great man partly, I think, because he had those two qualities, patience and perseverance. When a boy Lincoln was poor and could not obtain



*Lincoln was one of the world's most successful men.*

a good education. He was taught elementary reading by his mother. He continued studying until he could read good books. He learned arithmetic by the light from the log cabin fire-place. To acquire this

elementary education required patience and perseverance.

You, too, can achieve at least some degree of success if you are willing to keep working and waiting—in other words, if you have patience and perseverance.

I once knew of a boy who failed in his subjects in school. When his father asked him why he had failed, he said, "I do not like to continue a long time in preparing my lesson in one subject. I like to change to something else."

His father answered, "I think your trouble can be remedied. When you return to school next June, have more patience and perseverance in

preparing your lessons, and you will get along much better."

The boy followed the advice of his father, and gradually acquired the habits of patience and perseverance.

(Please turn to page 219.)



## THE YOUNG CITIZEN PANTRY



ONE of the favorite dishes the world over is pie, which consists of a pastry crust with any of various kinds of filling. There are all sorts of pies: beef pies and pork pies, chicken pies and pigeon pies, lamb pies and kidney pies, fruit pies and cream pies, *et cetera*. Of course, those pies in which meat or fowl is the filling are served as the main dish of a meal. Pies in which fruit is used as a filling are usually served as the dessert of a meal.

For many years fruit or cream pies have been popular as a dessert, especially in the United States, from which country this delicious cookery has been introduced into most European countries, and, of course, into the Philippines.

All pies have a lower crust of pastry, and many pies have an upper crust also. The crust should be about one-eighth of an inch thick, and large enough to lap over the edges of the

SOME PIE RECIPES dish in which it is baked for about half an inch. If the pie has a top crust perforate the top crust in the center to allow the steam to escape. The perforations may be made by using the tines, that is, the prongs, of a fork. A well-made pie has a tender crust, is well seasoned, and is baked to a light golden brown.

### *Making the Pie*

First, line the dish with the lower crust. After the top crust has been rolled, put in the filling of the pie. Wet the edges of the lower crust, place the top crust over the pie, and press the top and lower crust together between the fingers. Trim off the surplus dough, and press the edges more firmly with the tines of a fork.

It is not necessary to grease a pie dish. When rolling out the dough, dust the rolling pin and pastry board with flour, using as

little flour as possible.

It requires from thirty minutes to an hour to bake a pie, and it should be turned around several times while baking in the oven.

### *Pie Pastry*

Sift one and a half cups of flour with one-half of a teaspoon of salt, and add 8 tablespoons of shortening. Chop until the shortening is blended well with the flour, and add enough cold water to make a stiff dough. If the dough is too wet, it will be sticky, hard to handle, and tough. Chill the dough and roll it with a rolling pin. When fitting dough into the pie dish, do not stretch it, as it shrinks in baking.

In this article we shall give recipes for fruit pies. Apple pie and cherry pie seem to be the favorites, so we shall give those recipes first.

### *Apple Pie*

Line the pie plate with pastry. Then fill the lined

plate with thinly sliced tart apple. Strew generously with sugar, using about half a cup of sugar to each pie. Sprinkle with cinnamon or nutmeg, and dot with bits of butter, using about one tablespoon of butter to each pie. If the apples are dry, add 2 tablespoons of water. Cover with the top crust, and place in a hot oven for five minutes. Reduce the temperature to a moderate heat, and bake about 40 minutes. If the crust is nicely browned, if the apples are soft (test with a fork), and if the juice that cooks out of the top of the pie is thick, the pie is done.

#### *Cherry Pie*

Remove the seeds from two cups of canned sour cherries. Add one cup of sugar. Sprinkle the bottom crust with one tablespoon of flour, put the cherries in the pie, and sprinkle one tablespoon of flour over the top. Cover with the top crust and bake.

#### *Apricot Pie*

Drain a can of apricots and mash them. Sweeten to taste, and add sufficient flour to thicken them as

much as is necessary. Put in a lined pie dish, cover with the top crust, and bake.

#### *Peach Pie*

Make peach pie the same as apricot pie, except do not mash the peaches.

When you are successful in making apple, cherry, apricot, and peach pies, perhaps you will want to be able to make some other



*Nothing is better than a well-made pie.*

kinds of pies. Following are more pie recipes.

#### *Berry Pies*

Blackberry, raspberry, strawberry, and other berry pies are successfully made if enough flour is added to make the berries of proper firmness. Line a pie plate with pastry and fill it with three cups of berries. Sprinkle over the berries two-thirds of a cup

of sugar, one-half of a teaspoon of salt, and one tablespoon of flour. Add one teaspoon of butter. Cover with a top crust. Bake about 45 minutes in a moderate oven.

#### *Pineapple Pie*

Mix one can of grated pineapple which has been cooked with one cup of sugar and one tablespoon of soft butter. Beat the yolks of two eggs, mix with one teaspoon of starch, and add to the pineapple. Serve with whipped cream.

#### *Prune Pie*

Soak the prunes over night, boil until soft, remove the seeds, and mash. Sweeten with one-half of a cup of sugar, and flavor with two tablespoons of lemon juice. Bake between two crusts.

#### *Rhubarb Pie*

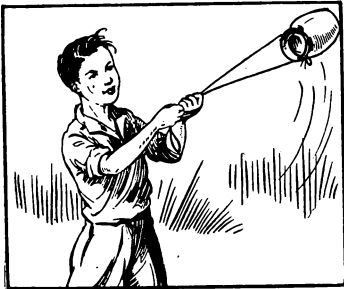
Stew slowly one can of rhubarb. When thoroughly cooked, mash it fine, and add a small piece of butter. When cold, sweeten to taste, and sprinkle over it a little cinnamon or nutmeg. Bake between two crusts.

*(To be continued.)*

## WORK AND PLAY SECTION

### The Whirling Jar

By ALICE CROWELL HOFFMAN



*Centrifugal force keeps the water in the jar.*

TIE a jar in the middle of a piece of string about eight feet long. Pour some water into the jar. Take hold of the two ends of the string and revolve the jar (which is tied to the string) in a vertical circle in front of you.

None of the water will be spilled from the jar. As you spin it swiftly about, you will be able to keep the water in the jar through the help of centrifugal force.

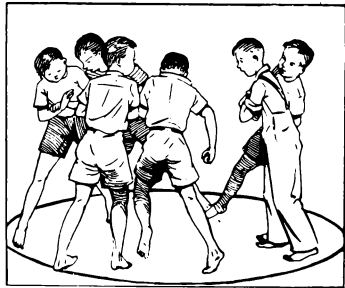
By centrifugal force is meant a force which is directed outward when a body is made to move in a circular path.

### King of the Ring

By PABLO MORENO

A CIRCLE is drawn on the ground. The players stand shoulder to shoulder inside the circle with arms folded either on the chest or behind the back. At a signal the game begins. It consists of trying to push one's neighbor out of the circle with the shoulders. Anyone pushed out, or anyone who falls out, is out of the game. The one who remains longest in the circle is the "King of the Ring."

Of course this game is played only by boys, for it is quite too rough for girls. It can be played out of doors or in a gymnasium. As many can play the game as can find room in the circle.



*Who will be "King of the Ring"?*

## IMPROVING YOUR ENGLISH

By MRS. PAZ J. EUGENIO \*

IF I were to ask you what sound the thunder makes, you would not be using a good choice of English words if you told me that the thunder *cries* or *shouts*. It would be better to say, "The thunder *roars*," because *roars* is a colorful word. A colorful word is a word that implies the sound made by a person, an animal, or a thing.

In the following sentences the colorful words are printed in *Italics*:

1. The happy boy *whistles*.
2. The bee *buzzed* among the flowers.
3. The auto *bumped* against a post.

*An Exercise*

In these sentences choose the colorful word or expression from those that are in parentheses; then draw a line through the words or expressions which are NOT colorful:

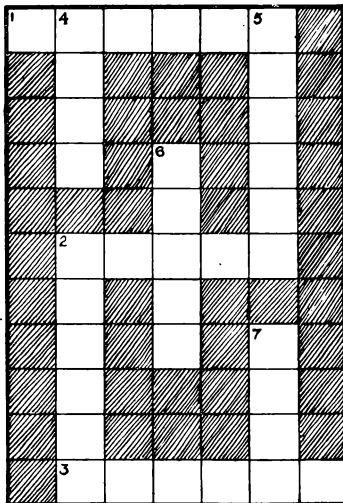
1. The frog (calls, croaks, makes a noise).
2. The water (splashed, dashed, spattered).
3. The hen (sounds, clucks, calls).
4. The rain (falls, patters, drops) on the window pane.
5. The wolf (howls, calls, cries).
6. The rooster (crows, calls, sounds).
7. The earth (moved, trembled, was not quiet).
8. The blacksmith (uses, works with, strikes with) his hammer.
9. They (shot, fired, boomed) the cannon.
10. The door (opened, moved creaked) when the wind blew.

(Please turn to page 219.)

\*Teacher, Cecilio Apostol Elementary School, Manila.

## CROSS-WORD PUZZLE

By B. HILL CANOVA



## CROSSWISE:

1. A town at the mouth of the Cagayan River.
2. A volcano in the Bicol Peninsula.
3. An island in the center of the Visayas.

## UP AND DOWN:

2. A small island west of the city of Cebu.
4. A section of Manila.
5. A town on the Cagayan River in the province of Isabela.
6. The island separated from Samar by San Juanico Strait.
7. A town near the city of Iloilo.

(Answers on page 217)

HEALTH AND SAFETY SECTION**How to Have Good Teeth\****(Continued from the May number)**Brush your teeth twice a day.*

IN the April number and the May number of *The Young Citizen* an explanation of the growth and structure of the temporary teeth and the permanent teeth was made. The article in this issue of *The Young Citizen* will give careful instructions as to the proper method of brushing the teeth. If you will follow these instructions all your life, have a dentist examine your teeth once every six months, and do what is necessary to put them in good condition, you will always have good teeth. Good teeth will help you very much to have good health.

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

*How to Brush the Teeth*

Many boys and girls—and adults, too—do not know how to brush their teeth properly. Let us try an experiment which will show you the proper method of brushing the teeth: Smear a little earth or clay on the finger-nails of all the fingers on your left hand. Then take an old tooth brush to clean the earth off your nails.

First, brush across your nails, back and forth. That is the way most people brush their teeth. After brushing your nails that way, you will notice that although much of the earth or clay has been brushed off, there is still some left along the sides of each nail. When you brush your teeth that way, there are still left some of the food particles, just as some of the earth was left on your nails. When these food particles remain each day, decay may result.

Again brush your nails up and down. You will notice that some of the earth or clay still remains near the root of the nail. In the

same way, if you brush your teeth only up and down, food particles will remain, and decay may result.

Now brush your nails in a rotary manner; that is, keep the brush *turning*—back and forth, up and down, around and around—so that you make a small circle. It will be found that all the earth or clay will be removed from each nail. None will be left at the sides or at the roots of the nails. That is the way you should brush your teeth. A rotary (turning) motion is to be recommended in brushing one's teeth upon the surface next to the lips and cheeks.

For the inner or tongue side of the teeth one cannot use this rotary motion.

*No toothache for him!*



Therefore, use the toothbrush in a different way on the inside surface of the teeth. Place the brush on the gums, and move it *up*, that is, toward the tip or chewing surface of the teeth. Do not push downward with the brush, because in such a way food particles and germs will be pushed beneath the gum margins, and that is one of the things most to be avoided.

For brushing the masticating surface of the tooth—that is, the tip or the chewing surface—a *pulling and pushing motion backward and forward* is recommended.

If the gums bleed when the teeth are brushed, something is wrong, and a good dentist should at once be consulted. A healthy gum is not easily injured.

After brushing the teeth—using all these three methods according to the part to be brushed—you should rinse the mouth thoroughly in order to remove any material which has been dislodged by the previous brushing.

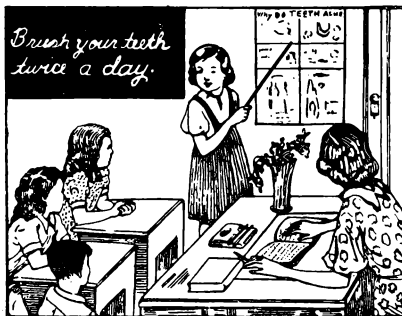
### *Cleaning Between the Teeth*

Generally, it is not good to use a toothpick, because in using a toothpick many persons injure the delicate gum tissue which extends in a crescent-shaped mass between the teeth. The preservation of this tissue is very desirable.

Dental floss (which can

used thus, dental floss will cause serious injury to the gums.

To use floss properly and with benefit, draw it carefully through between the teeth with a pulling motion, and when it is freely movable draw it carefully back and forth over all the surfaces between the teeth, but *do not force it beneath the gum margin.*



*Teaching Dental Hygiene\**

be bought at any good drug store) is very good for cleansing the surfaces between the teeth, but care should be taken in its use. It should *not* be held tight between the fingers and forced through between the teeth. Such a method allows the floss to snap through with much force somewhat like the action of a bowstring when released. If

### *Cleansing the Gums*

The gums may also be cleansed with the brush, but not with as hard usage as when polishing the teeth. Regular brushing of the gums will not injure them unless they are diseased. If the gums bleed it may be caused

by a disease known as pyorrhea which causes inflammation of the gums and loosening of the teeth. This disease will be discussed in a later article.

(To be continued)

\* Information for securing free a large dental chart for the school room will be furnished to teachers upon request. Address the Managing Editor of the Young Citizen.

### Some Important Birthdays and Events of June

Check the five which interest you most; then go to the library and read about each of the five which you have checked.

- 1: A Visayan revolt against Spain began at Palapag, Leyte, 1649.
- 2: Alexander Bell completed the invention of the telephone, 1875.
- 3: Manila was founded by Legaspi, 1571. Manila's most devastating earthquake occurred, 1863.
- 4: Assemblyman Francisco Celebrado was born, 1901.
- 5: Datu Sinsuat, assemblyman, was born, 1878. Assemblyman Norberto Roque was born, 1892.
- 6: Manila-Baguio long distance telephone service began, 1929. Justice Norberto Romualdez was born, 1875.
- 7: A peace and disarmament treaty to last 10 years was signed at Rome by representatives of England, Italy, France, and Germany, 1933.
- 8: Robert Schumann, German music composer, was born, 1810.
- 9: Charles Dickens, English author, died, 1870.
- 10: Assemblymen Jose Uy was born, 1910.
- 11: Richard Strauss, German music composer and conductor, was born, 1864.
- 12: Secretary Ramon Torres was born, 1891.
- 13: St. Anthony's Day.
- 14: Flag Day in the United States, marking the adoption of the American flag, 1777.
- 15: The *Magna Carta* (Great Charter), was signed, 1215, by King John at Runnymede.
- 16: Attorney Francisco Ventura was born, 1893.
- 17: Assemblyman Jose Fuentebella was born, 1883.
- 18: The Battle of Waterloo, marking the turning point of Napoleon's conquest, was fought, 1815.
- 19: Jose Rizal was born in Calamba, 1861.
- 20: For the first time in history, a woman, Miss Alice Robertson, United States Representative from Oklahoma, presided over the House of Representatives, 1921.
- 21: Jose Rizal left Hongkong for Manila, 1892.
- 22: Assemblyman Claudio Sandoval was born, 1900.
- 23: The Duke of Windsor was born, 1894.
- 24: Marcela de Agoncilla, who made the first Philippine flag, was born, 1860.
- 25: Guillermo Dy Buncio, Philippine-Chinese businessman, was born, 1905.
- 26: Pablo Amorsolo, artist, was born, 1898.
- 27: Rebellion in Mindanao was crushed with the loss of many lives, 1893.
- 28: The assassination of the Archduke of Austria, provoking the World War, occurred, 1914.
- 29: Assemblyman Pedro Vera was born, 1897.
- 30: French troops, numbering 36,000, the last Allied forces to occupy portions of Germany, were withdrawn in 1930, eleven and a half years after the World War ended.

A VACATION STORY

(Continued from page 197)

vacation, and on her page Dorotea had pasted some post cards received from friends who went away while she stayed home. Urbana had drawn a picture of herself taking care of her little baby sister.

There were many more pages, and each one told a story of what some pupil had done during the vacation.

Dorotea's mother gave them some red silk cord with which to fasten the book together after holes had been punched in the leaves.

How surprised Miss Benitez was when the children gave her the beautiful book. She put it on the reading table in the corner where every one could see it.

"Thank you, boys and girls, for this lovely book," said Miss Benitez.

"Thank you, Miss Benitez," said the boys and girls, "for the interesting gifts you brought us, and for being such a nice, kind teacher. We will do our best to be good pupils."

Do you think the new teacher liked her new class?

A REVIEW

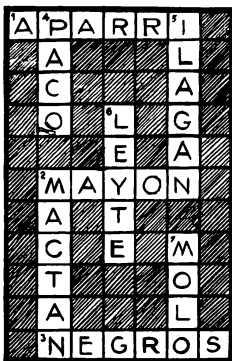
1. Did you like this story? Why?
2. Do you think Miss Benitez is the kind of teacher you would like? Why?
3. What shows that Miss Benitez was interested in her class?
4. What three trips did Miss Benitez make during her vacation?
5. Name the important southern islands of the Philippines.

6. Where is Baguio? Find it on the map.
7. Where is Hongkong? Find it on the map.
8. What did Miss Benitez bring from Baguio for her class?
9. Have you seen a carving like the one described in this story?
10. Are many of the Filipinos who live near Baguio skillful at carving?
11. What two things did Miss Benitez bring from Jolo?
12. How do you think the cloth was woven which she brought?
13. Are mother-of-pearl shells which come from Jolo valuable? Why?
14. What things are made from mother-of-pearl shells?
15. What valuable jewels are sometimes found in mother-

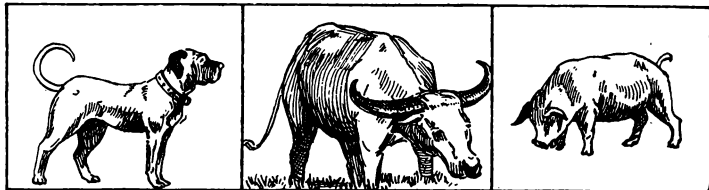
- of-pearl shells?
16. Have you ever seen grotesque faces cut from coconut husks?
17. Would you be interested in a collection of shells such as Miss Benitez brought from Negros?
18. Did you ever put a shell to your ear and hear a sound like the faint roar of the sea?
19. Have you ever seen a Chinese painting on rice paper?
20. Have you ever seen any Chinese puzzle locks?
21. Why do you think the boys and girls wanted to make a "vacation scrapbook" for their teacher?
22. What was their plan?
23. What was on Maria's page?
24. What was on Juanito's page?
25. How did Josefa make her page?
26. What did Francisca do with her page?
27. How did Pedro show what he had done during vacation?
28. What was on Juliana's page?
29. What did Tomas put on his page?
30. What did Urbana place on her page?
31. Can you think of some other ways of making pages in the "vacation scrapbook" which are not mentioned in this story?
32. Do you think your teacher would like to have you and your classmates make her a "vacation scrapbook"?
32. Why not plan to do it, and surprise her?
34. Would it make her happy? Try it and see.
35. Tell one thing which you can do to make your school a happy school.

CROSS-WORD PUZZLE

(Answers to puzzle on page 213)



## SOME ANIMAL RIDDLES

*(Answers to riddles on page 192)*

I. A dog

II. A carabao

III. A pig

## THE OLD WALL

*(Continued from page 201)*

the plot of ground enclosed by these walls, more events of Philippine history have occurred than in all the rest of the Islands put together. Immediately before his execution, Rizal was confined in one of the cells of Fort Santiago.

When one thinks of all the fighting and bloodshed which have taken place within this enclosure, or of the schemes of politicians and church officials which have been planned within it, or of the grandeur and pomp of official displays within these walls, there comes the realization that it would be hard to find elsewhere a spot of the same size which is of more interest. There are things of historical value here which can be found nowhere else on earth.

Although the old wall is no longer of any great value in the defense of Manila, yet there is nothing in the city which offers a more picturesque sight. As shown in the illustration of a corner of the wall (page 200) the old stones in many places are covered with moss and occasional small shrubbery. How quaint the picture of the old

## WHY ROSA FELT GLAD

*(Continued from page 195)*

How glad Rosa was that she had given the peseta to her teacher.

"Perhaps that poor little girl would have gone hungry if you had not returned her peseta," said the teacher. "I am glad, Rosa, that you are an honest girl."

"So am I," thought Rosa all the rest of the day.

watch-tower on one corner of the wall (page 201). Spanish sentries have stood there on guard in centuries past. And what an artistic scene is presented in the view through one of the old gates (page 201).

The old wall of Manila should never be destroyed, for nothing in the city or in the entire Philippines is of greater interest to the tourist. These walls are more conspicuous than anything else Manila has to offer.

Over the fort at the head of the old wall—Fort Santiago—three flags have floated: the Spanish flag, the British flag, and the flag of the United States. The

*(Turn to page 219.)*

## SYMPHONY ORCHESTRA

*(Continued from page 203)*

especially in Ireland and Wales. The harp was a favorite instrument in Ireland, and even at the present time is an Irish emblem.

The player of the harp uses both hands to pluck the 47 strings. (The number of strings may vary.)

The harp is used in the symphony orchestra usually for playing accompaniments or passages characteristic of the instrument.

The piano—more correctly called the pianoforte—is never used in the symphony orchestra as an orchestral instrument. Sometimes a pianist plays a solo on a piano, and the entire orchestra plays the accompaniment.

Next month we shall discuss each of the instruments of the wood-wind section.

## REVIEW QUESTIONS

1. Into how many sections are the instruments of the orchestra divided?

2. Can you name the sections?

3. Which is the most important section?

4. Can you name the instruments of the string section?

*(Turn to page 222.)*

## THE OLD WALL

*(Continued from page 218)*

fourth flag to be added to these is the flag of the Philippines—the flag which today floats side by side with the American banner, as a sign of local government by the Filipinos and national protection by the United States.

Probably few of the many people who pass these walls every day stop to think of the history which has been made within them, but a little reflection will bring to mind some of these events. When one remembers that a part of the wall now standing was erected before the first settlement in the United States had been thought of, the historical significance of this old memorial will be realized.

All in all, the old wall of Manila, is, perhaps, the most interesting thing in the Philippines from a historical standpoint, although, to be sure, there are other things of great interest in Manila and elsewhere in the Islands.

QUESTIONS ABOUT  
THE OLD WALL

1. Have you ever seen the old wall of Manila?
2. Did the article about the old wall cause you to become interested in it?
3. Would you like to examine the old wall carefully? Why?
4. Do you think Filipinos should know about the history of the old wall? Why?
5. How long has the old wall been standing?
6. In what year did the Spaniards begin to build this wall?
7. What army made holes in the wall and entered the city through them? When? How were the holes made?

## IMPROVING ENGLISH

*(Continued from page 213)*

11. The windows (rattled, moved, were not quiet) when the wind blew.

12. The clock on the mantel (runs, ticks, goes).

13. The cat (sounds, calls, meows).

14. The bell (rang, pealed, sounded).

15. The cow (mooed, called, made a noise).

16. The dynamite (burst noisily, went off, exploded).

17. Her teeth (moved, chattered, touched each other in rapid succession) as she spoke.

18. The bird (fluttered, moved, was not quiet) on the grass.

19. The leaves of the trees (moved, were not still, rustled).

20. The ocean (sounds, is heard, roars).

Check your choice of words with the following key:

- |                 |               |
|-----------------|---------------|
| 1. Croaks       | 11. Rattled   |
| 2. Splashed     | 12. Ticks     |
| 3. Clucks       | 13. Meows     |
| 4. Patters      | 14. Pealed    |
| 5. Howls        | 15. Mooed     |
| 6. Crows        | 16. Exploded  |
| 7. Trembled     | 17. Chattered |
| 8. Strikes with | 18. Fluttered |
| 9. Boomed       | 19. Rustled   |
| 10. Creaked     | 20. Roars     |

8. How long is the entire wall?

9. What is the area of the Walled City?

10. How many people are living in the Walled City?

11. In centuries past how many people found refuge at one time within the walls?

12. Do you think the old wall should always be left standing? Why?

## THE ROAD TO SUCCESS

*(Continued from page 209)*

verance. He completed his course.

Here are some rules which may help you on the road to success:

1. Form the habit of continuing at a thing you have begun no matter how hard it is.

2. Do your best to finish what you begin, even though it is done slowly—little by little.

3. Continue at your task, no matter if you have failed many times. In other words, have patience and perseverance.

*The heights, by great men reached and kept,*

*Were not attained by sudden flight,*

*But they, while their companions slept,*

*Were toiling upward, through the night.*

## QUESTIONS

1. What two qualities help one to become successful?
2. What is patience?
3. What is perseverance?
4. Have the great men of the world been patient and persevering?
5. Who is named in this article as an example?
6. Tell something about Lincoln's early life.
7. Did Lincoln become one of the world's most successful men?
8. Can you name another example?
9. Give the first rule for becoming successful.
10. Give the second rule.
11. Give the third rule.
12. Do you agree with the thought of the stanza? This would be an excellent poem for you to memorize.

## CATS

(Continued from page 206)

Scientists do not agree on the question of the origin of domestic cats. The earliest records on the subject are found in Egypt. We know that Egyptian cats were tame more than 3,000 years ago. The ancient Egyptians regarded the cat with superstitious awe, and treated it as a member of their families. When a cat died in ancient Egypt, it was embalmed and buried like a human being, and the members of the family went into mourning. In ancient Egypt if any one purposely killed a cat, he was punished by death. The mummies of cats are often found among the ruins of ancient Egypt. The bodies have been well preserved for centuries.

The cat was seldom, if at all, kept by the ancient Greeks and Romans, and until long after the Christian era, cats were not common in some parts of Europe. The early Christians associated cats with witches, and the devil was often depicted in the form of a black cat. Superstitions about cats survive among many peoples even in civilized countries.

The domestic cat will eat many kinds of food, but prefers meat or fish. Sometimes a cat will actually catch a fish, but usually it does not like to get wet. Its fur is easily injured by water, because there is no oil in the hair.

The cat is a good companion and is liked almost as well as the dog. It is a pretty, graceful animal. It is very cleanly and does not like to step in any kind of filth. It always keeps its fur neat and clean.

Cats like to be petted, and with gentle treatment a cat becomes greatly attached to its keeper, dis-

playing its affection in many ways.

Cats are very intelligent animals, and are useful in destroying rats and mice. They have the bad habit, however, of destroying birds.

The cats that we commonly see and own today are divided into two general classes, the short-haired and the long-haired species. The various kinds of short-haired cats differ chiefly in their colors.

The long-haired cats came originally from Asia, and the best known varieties are Angora and Persian cats. They are closely related. The Angora cat comes from the province of Angora in Western Asia.

Many owners of a long-haired cat cannot tell whether it is an Angora or a Persian. The head and body of a Persian cat are usually larger than the head and body of the Angora.

Everyone knows, of course, that kittens are blind when they are born, and are quite helpless. It is bad for them to be handled until they are old enough to walk.

Cats should not be kept in the house too much. They need fresh air, and grass and other green things that they find growing form part of their necessary diet.

Cats are very independent by nature, and do not like to obey; when they do they take their own time about it. It is much harder to teach them tricks than dogs.

A curious cat comes from the Isle of Man, an island located in the Irish Sea between England and Ireland. This is the Manx cat which is always born without a tail. It is shown in illustration No. 1 on page 206. Illustration No. 2 is the picture of a shaded silver Persian cat. No. 3 is a "smoked" Persian. No. 4 is a blue

## DOGS

(Continued from page 208)

Greyhounds are often used as racing dogs. Another graceful runner is the beautiful Russian wolf-hound, which also is tall and thin, and is noted for his wonderfully silky coat—usually white with tan markings. Such a dog is a very valuable animal.

The affectionate setter, with his plumy tail and long silky coat, is also useful in setting birds. There are many other kinds of dogs used in hunting, such as the fox-hound, the beagle, and the pointer.

The rat terrier is useful in killing rats. A single rat terrier was once let loose in a room where a hundred rats had been collected. Like a streak of lightning he worked, and in seven minutes had killed every one of them. Each was killed with one hasty bite.

There are many different breeds of dogs, but whatever the breed, the dog is a smart, plucky playfellow and protector.

In the illustration on page 207 ten different kinds of dogs are shown. The list includes some of the breeds best known. No. 1 in the illustration is a picture of the smart little dog known as a fox terrier. No. 2 is a Newfoundland dog. No. 3 is a Scotch terrier. No. 4 is a Scotch collie. No. 5 is a bulldog. No. 6 is a setter. No. 7 is a mastiff. No. 8 is a Russian wolf-hound. No. 9 is a bloodhound. No. 10 is a greyhound.—*Adapted.*

Persian. No. 5 is a Siamese cat. No. 6 is the common domestic cat. No. 7 is an orange Persian. No. 8 is a chinchilla. No. 9 is a black Persian. No. 10 is a long-haired Angora.—*Adapted.*

THE FUNNY PAGE

THE ANIMAL TOURISTS RETURN HOME



### LITTLE WUNG FOO

(Continued from page 199)

chairs by two poles extending out in front and behind.

Once Wung Foo took a journey with his father on a boat. The river was so wide there was room for sailing-boats in the middle, and for lines of house-boats along the banks. Women washed and cooked on the decks of the house-boats. Children played there with little barrels tied to them. If they fell into the water the barrels kept them afloat until someone could pull them out.

When he went home, Wung Foo studied harder than ever. He was glad he was going to be a mandarin, or at least a silk merchant like his father. Perhaps he might go away to be a merchant in San Francisco in the United States, or to Manila in the Philippine Islands. But when he got very rich he would go back to China, and when he died his bones would be buried with those of his forefathers according to custom.—*Condensed from Compton's Pictured Encyclopedia.*

### REVIEW

1. Did you like to read about little Wung Foo?
2. Tell about Wung Foo's grandmother.
3. How did Wung Foo dress in the winter time?
4. Tell about Wung Foo's home.
5. Tell about the way the women lived.
6. Tell about Wung Foo's journey.
7. Tell about the Chinese house-boats.
8. What is a mandarin? (See the dictionary.)
9. Where is China?
10. Where is Canton?

### SYMPHONY ORCHESTRA

(Continued from page 218)

5. Have you examined the picture of each instrument? (See page 202.)

6. Tell about each of the following instruments: (a) violin, (b) viola, (c) violoncello, (d) double-bass, (e) harp.

7. Can you name the "bowed" instruments of the orchestra, that is, those which are played by a bow?

8. How many strings has each bowed instrument?

9. What is the position of each player in the string section?

10. Can you pronounce correctly: violin (vigh-o-lin), viola (vee-o-la), violoncello, (vee-o-lohn-chel-o), 'cello ('chel-o).

11. Which is the smallest bowed instrument?

12. Which is the largest bowed instrument?

13. Which is larger, the violin or the viola?

14. Which is larger, the 'cello or the double-bass?

15. Have you seen and heard all the instruments of the string section?

16. Which instrument of the string section can best play a solo?

17. Which instrument of the string section cannot play a solo?

18. What large stringed instrument of the orchestra can play a solo very well?

19. Which is the most ancient stringed instrument?

20. How do we know the harp was used in ancient times?

21. In what country is the picture of the harp an emblem?

22. How many strings has the modern harp?

23. Which stringed instrument

### LAKE BALINSASAYAO

(Continued from page 198)

ing came, behold! instead of the fertile plateau there was a lake.

The news soon spread to the lowlanders through an old man who had made the trip up the mountain. "God has punished the wicked Negritos for stealing our food and animals, and our beautiful maiden," the people said.

The plainsmen ascended the mountain. Sure enough, there was the lake instead of the mountain village on the plateau. Of Chief Guinatab and his men they heard nothing. Perhaps they were all drowned in the lake. As the lowlanders looked into the water and saw the shadows of the leaves blown by the wind, they thought that they could see the Negritos dancing down in the water.

The people called the lake "Balinsasayao" which means in the native dialect "too much dancing," because they said that the lake had been formed after there had been too much dancing and merriment among the mountain people.

Today, if you climb the mountains of Negros, you will still find the beautiful lake almost at the top of a mountain peak. The highest peak near the lake has been named Guinatabon to remind the people of the Negrito warrior who was swallowed by the mountain.

do you think you like the best?

24. Can you tell about the string section of the orchestra?

25. Can you write from memory a composition about the string section?

(To be continued)





### A Selected Composition

#### FLOWERS FOR PLEASURE AND PROFIT

FIRST I placed a fence around a plot of ground in front of my house where I planned to have a flower garden. I raked it and I made it ready for the plants.

After the sun was down I set out the seedlings. I watered each one after it was set out. I went to my garden before sunrise the next morning and watered the young plants and covered them with coconut leaves so they would not be burned by the heat of the sun. Each afternoon I cultivated and watered my plants. I pulled up the weeds, and cleaned and swept around the plot.

After a while I was rewarded by beautiful flowers. Some of the flowers I sold in the market. Some I took to school for my teachers.—*Nieves G. Infante* (12 years old).

### My Home Garden

#### Prize Composition

By LU FAT

(15 years old)

LAST year I made a home garden about 100 square meters in area. I divided it into eight plots. In these plots I planted different kinds of vegetables such as cabbage, radishes, patchay, lettuce, egg-plants, tomatoes, peppers, and native onions.

I took great pride in my garden and liked it very much. Early each morning, before going to school, I worked in my garden picking off worms and insects from the vegetables.

On the days when there was no school I gathered those vegetables which were ready for the market, and sold them.

At the end of the year I found that my total sales amounted to 8 pesos and 93 centavos.

By following my father's advice regarding the use of my leisure time, not only did I become strong and

### Helping at Home

#### Prize Composition

By DELIA LAZARO

(13 years old)

AS soon as I am up in the morning I set the table and help my older sister get breakfast ready. After breakfast, I clear the table and wash the dishes. Then I get ready for school.

After morning classes I go home and set the table for dinner. After dinner I wash the dishes again. Then I sweep the floor, and put my little nephew to sleep.

Then I attend afternoon classes. When I come back home I cook the rice and help my older sister cook the other things for supper.

After supper the dishes must be washed again. I wash them just as I have learned to do in my home economics class. After fixing the beds my work for the day is over,

healthy, but I did work which was useful and which made me thrifty. It pays to raise a garden.

## CHATS with the EDITOR

How quickly the weeks pass by! A short time ago—so it seems to the Editor—I was sitting at my desk writing the wish that every teacher and every school boy and girl might have a happy vacation. The copy is scarcely off the press and the ink is hardly dry when I find it is time to write something like a welcome-back-to-school greeting.

Yes, welcome back to school! I really cannot help but say it. Welcome back to school, everybody! And I hope that this is going to be the best school year which you have ever had. This is my wish for every teacher and every boy and every girl in every school in the Philippines.

Of course, each pupil in school who is the right kind of pupil will want to *start just right* in the work of the new school year, and then *stay just right*. That is the proper attitude to have when you reenter your classroom.

We have always wanted to help you—through our magazine—to have that feeling, so for some time we have been publishing a page each month in *The Young Citizen* which will

help you to start right and stay right. As many of you already know, in each issue of *The Young Citizen* there is just such an article written by an expert in that line. I am referring now to the page written each month by Dr. I. Panlasigui under the title *The Message this Month*. This article is placed at the very beginning of our magazine, so you will easily find it.

I hope you will read that page first of all when you turn to an issue of *The Young Citizen* for the first time. And read it *carefully*—not just once, but two or three times. Dr. Panlasigui always writes that page in easy words so that every pupil above the primary grades can read and understand his message.

After you have read that page once or twice—after you have read it carefully and understand it thoroughly—then what? I think the thing to do, boys and girls, is to try your best to follow the suggestions of Dr. Panlasigui in his message. I honestly believe that if you will do your best to follow the advice given in that article, you will be a better boy or a better girl, you

will do better work in school, your teachers will be pleased with your good work, and your parents will be very happy over the results.

You see, boys and girls, Dr. Panlasigui is an expert in what we educators call school psychology. Never mind if you can't pronounce that big word or if you do not know its meaning. Let me explain: A school psychologist is a person who has been trained so that he knows all about the best ways to secure good results in school; and he is therefore just the person to give the best possible advice on matters of that kind. Such an educator, I believe, is Dr. Panlasigui. You will find his page most helpful.

Although Dr. Panlasigui is a very busy man—he is a professor in the University of the Philippines—still he finds time each month to write a page very much worth while for you boys and girls. When you see the next new copy of *The Young Citizen*, if you do not read anything else, read *The Message this Month* by Dr. Panlasigui, and then—do as that message suggests.—*The Editor*.

# YOUNG FRIENDS:

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  
P. O. Box 685, Manila, Philippines



## ***Principals, Teachers, Boys, and Girls!***

**Earn Beautiful Premiums**

**By Selling Copies of the Young Citizen.**

**Fountain Pens (3 kinds to choose from)**

**Hundreds of Splendid Books**

**Beautiful Boxes of Correspondence Stationery**

**Glassware and Dishes**

---

**Sell The Young Citizen in Spare Time**

**On Saturdays or After School.**

---

**The Plan is Simple—**

**Write for Information and List of Premiums.**

---

*Copy, fill out, and mail us the following:*

The Young Citizen Premium Department

Community Publishers, Inc.

P. O. Box 685, Manila, Philippines

I want to earn a Good Fountain Pen, a Box of Correspondence Stationery, and some of your Splendid Books or other Premiums in my Spare time. Send me a List of the Premiums and information immediately, so I can get to work.

Your Name (PLAINLY) .....

Your Address (PLAINLY) .....

