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The YOUNG CITIZEN

THE MAGAZINE FOR YOUNG FILIPINOS

MARCH, 1941

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We Will Pay You

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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.

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THE YOUNG CITIZEN

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THE MAGAZINE FOR YOUNG PEOPLE

THE MESSAGE THIS MONTH

WHEN SCHOOLS ARE CLOSED

March is the end of our school-year.

March closes the schools.

School children have their vacation and rest from school activities—no more books, homework, compositions, nor recitations. Schools are closed and classrooms are also closed.

And what shall we do during vacation time?

People in Manila want to go outside of the city for their vacation. People in the provinces want to come to Manila or elsewhere. Some of them close their homes during the summer vacation. They close the windows and lock the doors so that nobody may go into the house during their absence. Pieces of furniture are covered with canvas—the piano, the tables, and the chairs. For two or more months the house is tightly closed. No one is allowed to go into it. When vacation is over the people return home. They open the doors. They open the windows. And what do they see?

Dust everywhere—on the floor, on the covered furniture, on the window sills.

Cobwebs on the ceiling, cobwebs under the chairs, cobwebs under the tables, cobwebs everywhere.

Dead insects, cockroaches and perhaps rats.

The rooms smell damp, dusty, and musty.

The whole house needs a general cleaning!

Shall we close our mind—the house of our learning, as it were—during the vacation time? Shall we stop studying or learning new things because schoolhouses and classrooms are closed during the vacation?

Of course not. If we did, something would happen to our minds. Dust, cobwebs, dead insects, cockroaches, and rats, would be found in our minds.

We should continue to learn many things, not in classrooms but in the new places where we spend our vacation. Make new friends, look for new plants, flowers, birds.

Closed schools should not mean closed minds.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**THERE'S ROOM AT THE TOP**

By LILLA T. ELDER



THE HILL of success may be
steep, boys,
And hard work it may be to
climb,
But the way grows smooth
toward the top, boys,
And it's only one step at a
time.

Be sure you are honestly
shod, boys;
Take the staff of Self-Help
in your hand;
Watch out for the rough,
rocky road, boys,
And trust not to gravel or
sand.

Gift - Dr. Pennington

Respect well the right of
the road, boys;
Let others more swift pass
you by;
And fail not to hold out
a hand, boys,
To all those who stumble
and sigh.

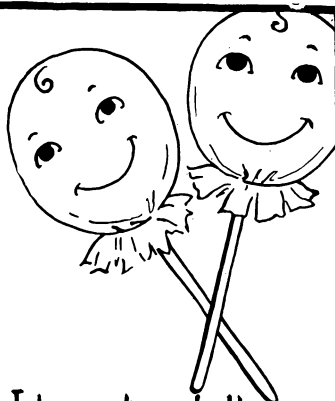
There's plenty of room at
the top, boys,
Though crowded the path-
way and long;
And no one need fail in
the end, boys,
If he's honest, and patient,
and strong.

FOR FIRST GRADERS

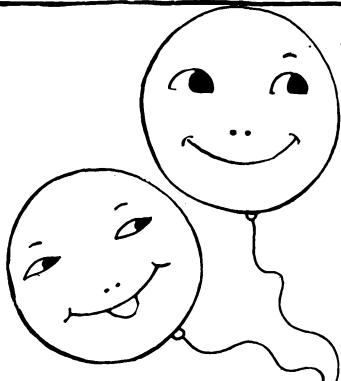
CAN YOU READ AND DRAW THESE?



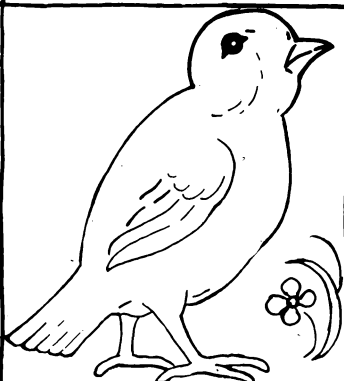
See my ice-cream cone.
It is strawberry.



I have two lollypops.
One is red.



I have two balloons.
They are very funny.



This is my bird.
He is a pet.

FOR FIRST GRADERS

AND THESE, TOO?



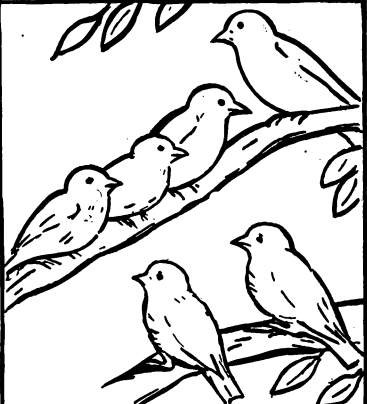
We are very busy
We are building a nest.



See our pretty eggs.
Mother bird sits on them.



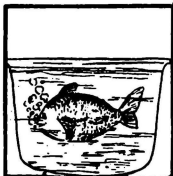
Now we have four babies.
They are very little



Our babies are big now.
They have left the nest.

FOR SECOND GRADERS**CHOOSING RELATION WORDS**

By MINIATO B. CUEVAS *

Draw a line under the little word which tells *where* it is.

on the water
in the water
over the water

behind the tree
before the tree
away from the tree



beside the tree
over the tree
under the tree

on the book
near the book
in the book



away from the basket
under the basket
in the basket

in front of the pig
after the pig
from the pig



on the tree
in the tree
under the tree

below the house
on the house
above the house



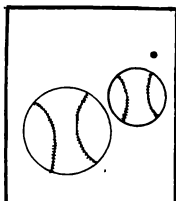
* Principal, Rigcaoayan Elementary School, Pigcaoayan, Cotabato.

FOR SECOND GRADERS

WHICH IS THE PROPER WORD?

By CARIDAD PACHECO *

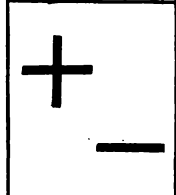
Draw a line from the picture to the proper word.



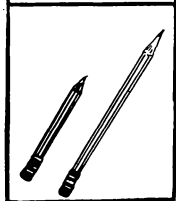
big
little
old



far
new
near

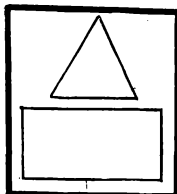


more
plus
less



crooked
long
short

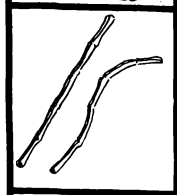
triangle
circle
rectangle



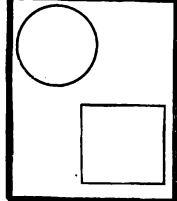
tall
short
round



big
straight
crooked



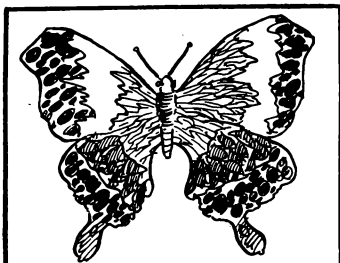
round
square
long



* Teacher, Cojuangco School, Paniqui, Tarlac.

FOR THIRD GRADERS**READING AND DOING**

By GERVACIA GUARIN *



This butterfly is pretty.
 It flies in the garden.
 It likes the flowers.
 It sips nectar from them.
 Nectar is sweet.
 Color the butterfly's body
 yellow.
 Color its wings brown
 and red.



Josefa is a little dog.
 She is Maria's pet.
 Maria plays with her dog.
 She loves Josefa.
 Josefa loves her, too.
 Color the dog brown
 and black.
 Color the grass green.
 Draw a green tree.



I like this beautiful flower.
 It is an *azucena*.
 It smells sweet at night.
 It grows in the garden.
 Everybody likes it.
 Color the leaves green.
 Whiten the petals with chalk.
 Color the stamens orange.
 Where are the stamens?

* Teacher, Arayat Central School, Arayat, Pampanga.

FOR THIRD GRADERS

LITTLE STORIES TO BE COMPLETED *

By GERVACIA GUARIN



This is Miss Santos.
 She wanted to write on the black-
 board.
 So she began to erase it.
 Luis saw her and said, "....."

Then he
 Miss Santos said, "....."



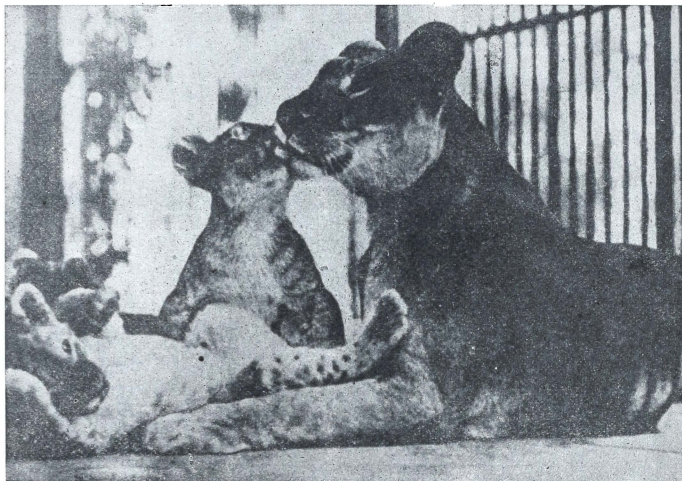
I am Roberto.
 One day I arrived at our school
 early.
 I went inside our room.
 I saw many pieces of paper on the
 floor.
 Then



Juan and Ana are brother and
 sister.
 Mother bought them a new book.
 They sat under a tree with their
 book.
 They opened their book and
 looked at it.
 They saw

* Read each story silently. Then complete the story.

MOTHER LION AND HER BABIES



A MOTHER LION is called a lioness. Her babies are called cubs. So this is a picture of a lioness and her cubs.

Do you know that the lion and the cat are cousins? They both belong to the cat family. The lion is the biggest animal in the cat family.

Look at the picture of Mother Lion and her babies. Does she look like a big cat? The little cubs look quite playful and gentle, but even little lion cubs can be dangerous.

The lions' home is in the jungle in Africa. They like to live near the edge of the jungle, for they can find more food in the open country.

Lions hunt and eat their food at night. They spend most of the

day sleeping. Sometimes they sleep in their dens.

A lion can kill an animal with one blow of his paw.

Father Lion has a big mane growing on his neck. He is larger than Mother Lion.

Father Lion and Mother Lion will both fight for their babies if they are in danger.

Lion cubs are sometimes caught and tamed.

Would you like to have a baby lion for a pet?

Have you ever seen a lion? Of course you have not seen a wild lion in Africa, but you may have seen a lion in a circus or in a zoo.

Some day the baby lions which you see in the picture will be large, roaring lions.

LITTLE STORIES FOR LITTLE PEOPLE

CONCHITA FINDS A PLAYMATE

ADAPTED BY PANCITA FLORES

ONCE there was a little girl.
Her name was Conchita.
Conchita had a father.
She had a mother.
She had toys,
She had dolls.
But she had no little girl to play with
her.

One day Conchita said,
"I like my toys.
I like my dolls.
But I want a little girl to play
with me.

I shall look for
a little girl."

She took a doll
and went down the
street.

She saw some
little boys playing.

"Hello!" said
Conchita.

"I am looking
for a little girl to
play with me.

Is there a little
girl here?"

"No," said one
of the little boys.

"There is no little girl here.

But you may play railroad engine
with me."

Conchita climbed up on the railroad
engine. She wasn't sure she liked it.

She fell off and bumped her nose.

"I think I will look for a little girl,"
said Conchita.

She said, "Thank you" and "Goodby."

Then she went down the street.

She saw some big girls playing tag.

"Hello!" said Conchita.

"I am looking for a little girl to play
with me.

Is there a little girl here?"

"No," said the big girls.

"There is no little girl here.

But you may play tag with us."

Conchita began to play tag.

But she could not catch the big girls.

"I think I will
look for a little
girl," said Con-
chita.

She said, "Thank
you" and "Good-
by."

Then she went
down the street.

Soon she saw a
little girl.

The little girl
had toys.

She had dolls.

But she was play-
ing all alone.

"Hello!" said
Conchita.

"Hello!" said

the little girl.

"Why are you playing alone?" asked
Conchita.

"I have no one to play with me," said
the little girl.

"I want a little girl to play with
me."

"I will play with you," said Con-
chita.

So they played with their dolls and
were very happy.



Both little girls were happy.

QUESTIONS

1. What is the name of the little girl in the story on page 91?
2. What did Conchita have?
3. What did she not have?
4. How do you think she felt?
5. Do you like to play alone?
6. What did Conchita start out to find?
7. Tell whom she saw first.
8. What makes you think that the boys were kind children?
9. What were they playing?
10. What happened to Conchita when she played with them?
11. Was Conchita a polite or a rude child? How do you know?
12. After Conchita left the little boys, whom did she see and what were they playing?
13. Were these big girls kind or rude children? How do you know?
14. Did Conchita enjoy playing with the big girls? Why not?
15. After a while whom did she see?
16. What was the little girl doing?
17. What did Conchita say to her?
18. What did the little girl say she wanted?
19. So the two lonely little girls found each other. What did they do after that?
20. Were they happy?
21. Did you like this story? Why?
22. Can you finish this story by telling what the two little girls did until it was time for Conchita to go home?
23. Do you think she invited the little girl to visit her next day?
24. What do you think was the name of Conchita's playmate?
25. Do you think Conchita and the little girl became good friends? Why?

THE LOST TWINS

One day Mother called,
 "Come, Maria.
 Come, Jose."
 But Maria did not come.
 Jose did not come.
 Mother looked and looked for them.
 Big Girl Next Door came.
 She looked and looked for them.
 Felipe came.
 He looked for them up the street.
 Luisa came.
 She looked for them down the street.
 They all called,
 "Maria! Maria!
 Jose! Jose!"
 But Maria and Jose did not come.
 "What shall we do?" said Mother.
 "The twins are lost."
 Then Mother saw Andoy, the puppy dog.
 Andoy was in the auto.
 He sat on the front seat.
 Mother went to Andoy.
 There was Maria.
 There was Jose.
 They were fast asleep.
 IN THE AUTOMOBILE!

QUESTIONS

1. Who were Maria and Jose?
2. What happened one day when Mother looked for them?
3. Who came over to help Mother?
4. Tell the names of other helpers who came.
5. Where did they look for the twins?
6. Whom did Mother see?
7. Did Andoy know where Maria and Jose were?
8. Where were they?
9. What were they doing?

READING TIME FOR YOUNG FOLKS

WHERE THERE'S A WILL, THERE'S A WAY

By PACIFICO M. ODULIO*



Success had crowned his efforts.

JUANITO CAPALAD was one of the graduates of the elementary school who was afraid he could not continue going to school after his graduation. "An education in the elementary school is good as far as it goes, but it's not enough," said Juanito to his parents.

Juanito was a very bright pupil, and during his school days in the elementary grades had been a top-notch. His parents were poor. His father was a tenant on one of the big estates of that part of the country. His father did not see how he could possibly send his boy off to school. He felt he could do nothing more than utilize the boy's help in his farm work.

So Juanito staid on the farm during his vacation and helped his parents. In

May he heard that his other classmates were getting ready to study in the high school or the trade school of their province. How Juanito wished he could do so, too!

"Father," said Juanito one night before going to bed, "may I go to Manila and try my luck? I might be fortunate in Manila and get a job as a houseboy for some wealthy man who would send me to school if I would work hard to earn what he might give me."

"How can I consent to let you go and try your luck in such a big city as Manila with the small earnings of a houseboy?" replied his father. "Why not stay with me here and help me in my work in the rice field?"

"Oh, Father," said Juanito, "won't you give me permission to go to Manila and see what I can do? I want very much to have a better education, and I wish to go and try to help myself. Do let me go, Father."

With much hesitation and many misgivings Juanito's father finally consented. So about the middle of May Juanito left his home and went to Manila, as the story books say, "to seek his fortune."

On the very day of his arrival in Manila he started out to look for a job. He went down one of the business streets. He saw a boy with a shoe-shiner's box. He called to the boy. "Where can I get one like it," Juanito said.

"I'll sell you this one for twenty-five centavos. You can get black, white, and yellow paste across the street if you want to go into business."

Juanito bought the shoe-shiner's box

* Teacher of Character Education, San Antonio Elementary School, San Antonio, Nueva Ecija.

and the necessary 'paste. Polishing cloths and brushes had been given with the box, so now Juanito was ready for work.

Just then a man saw him with his shoe-shining outfit. "Here, boy, shine my shoes quick and I'll give you fifty centavos if you'll do a good job."

"What luck!" thought Juanito. So he polished the man's shoes until they shone like a mirror. Sure enough the man gave him fifty centavos.

"He is certainly generous," thought Juanito.

The boy continued walking down the street and secured two more customers, each of whom paid him ten centavos.

Presently he came to a large, attractive looking building. Over the door was a sign: Saint Catherine's Hall for Young Women.

Juanito entered the gate and rang the porter's bell. The matron answered the ring. Noticing the neat appearance and smiling countenance of Juanito, she said, "What can I do for you, my boy?"

"Will you please give me a job working in this dormitory as a houseboy?"

"How did you know that I am in need of a houseboy at this very moment? It is lucky that you came just now. You look like a good boy, so I'll give you a chance." Juanito got the job.

He was industrious and did his work well. Each afternoon he had several hours for himself, and then he went out on the street to shine shoes. He earned from twenty to fifty centavos almost every afternoon.

The time for the opening of classes in the high schools and colleges was fast approaching. Young college women were coming to the dormitory to live. As soon as a taxi or a *calesa* loaded with

baggage stopped in front of the dormitory, Juanito rushed to meet the coming student. Each student always gave him ten or twenty centavos for his help.

With an eye to business, Juanito made a contract with a number of different students to polish their shoes. Every day he added to his small but rapidly increasing hoard of "school money."

The school year came and went. By the following June Juanito had earned and saved enough money to start to high school. He arranged to continue his work as a houseboy at St. Catherine's Hall and attend high school at the same time.

It was a proud day for Juanito when, four years later, he graduated from high school.

He was given a better job at the dormitory—the position as head boy, or as the Chinese would say, Number One Boy. He enrolled in a school of technology and in the course of time graduated from that institution.

He soon passed a civil service examination and it was not very long until he had a good position.

Before taking over his new duties, he went to his home for a few days. Every one knew the story of Juanito's success, and everybody in the barrio respected and admired the boy, for success had crowned his efforts.

"How did you do it, Nito?" asked one of his former classmates. "High school, technical school, and now a good job under the civil service."

"I just did it—same as anybody could do. You know the old saying, Where there is a will, there's a way."

Young reader, do you believe in that old proverb? A good many boys have

(Please turn to page 116.)

AMONG THE WILD ANIMALS OF EAST AFRICA

True Experiences Related by a Young Traveler

III. ATTACKED BY LIONS

STORIES have been told many times of lions attacking natives of East Africa and their cattle herds, but stories of lions attacking an automobile are not so common. I am going to tell you such a story. A lion is usually afraid of an auto which passes by him so quickly that he cannot follow it.

A friend and I once made a trip from Nairobi in Kenya, East Africa, to Tanganyika. While enroute, we staid a while at Moshi. Moshi is situated on the foothills of the highest African mountain, Kilimanjaro. (See the map on page 96.)

"Mystic mountain" is the correct translation of the native African name Kilimanjaro. This mountain is more than 19,000 feet high, and the top is always covered with snow. The natives of East Africa are not familiar with ice and snow, and so they call the mountain Kilimanjaro (Mystic Mountain).

My friend and I had chosen the nearest way back to Nairobi over the "desert" to Longido at Tanganyika in the Kenya border. That drive over the "desert" was one of the hottest I have ever experienced. The white dust-like sand lay for miles before us, and was interrupted only occasionally by a few thorn thickets. The wind was blowing and clouds of white dust were rolling before us.

The road was not good. There were holes in the sand, and when our auto struck one of these, it made the car jump and bump and send up clouds of white dust into the air. We were soon covered with this dust, which came into the car from all sides. Fortunately the engine in our Ford worked perfectly. We were glad of that, for had something gone wrong with our engine, it would have been impossible to secure help within one hundred miles.

Ostriches were the only birds we saw on that dry "desert." They were so shy that they ran away as fast as their long legs would carry them whenever they saw our auto.

Once we approached an ostrich that had not heard us. He was busy picking at some dry grass. His long, bare neck and head were stretched forward, and his short, queer wings waved a little at his sides. When he suddenly became aware that we were near him, he put his head into the sand. After we had passed him, we looked back, and he still had his head down and covered. That is the typical behavior of the ostrich when he feels himself in danger. He has been caught many times in just that position.

Longido is situated at the edge of the



The Lion, King of the Jungle



On this map of Kenya and Tanganyika in East Africa locate Nairobi, Moshi, and Kilimanjaro.

"desert" in a mountainous country which leads over into Kenya. Ravines, overgrown by bushes, extend from the Longido hills. This place is covered with thorn thickets and high grass. It is an ideal country for lions, leopards, antelopes, and elephants.

In the Longido hills there was bitter fighting between the British and the German soldiers during the first World War, but when we were there, more than twenty years later, no rifle shots or machine guns were heard. The country belonged again to its ancient inhabitants, the wild animals of East Africa.

A river camp, called Mananga river camp, had been built in this wild place by an old Danish man who liked this country in which he had lived for many years. We arrived at camp at about five o'clock in the afternoon and stopped there for the night.

Petersen, the old Dane, suggested that my friend and I should go with his native guide and take a look at the grounds where the elephants were grazing.

Our guide, who had only a spear and a shield with him, led us through a narrow jungle path. Twice he stopped and

climbed a tree to locate the elephants. Finally he made a sign that we should be very quiet, because some of the great elephants were just before us.

We came to a clear space, and saw in front of us a herd of about twenty elephants. They were pulling great bunches of the broad green elephant grass with their trunks and stuffing it into their mouths. This grazing was a picture of peace, and is seldom seen in the African jungles. The elephants have no enemies in the animal world; they fear only men who fight them with their firearms.

We had a wonderful view of those grazing elephants, but could not stay long, as darkness was coming quickly and we had to be back at the river camp before the wild animals would come out of the jungle and pass our way.

It took us a long time to go to sleep that night, because the sounds of the jungle, which were distinctly heard at the house, kept us awake. The coughing of the leopard, the growling and roaring of the lion, and the snarling of the hyena continued throughout the whole night.

Early the next morning we left Mananga river camp. We had been told that the best time to see wild animals, especially lions, was in the morning hours. Later in the day trucks would pass through this country, and they would drive the animals away by the blowing of their horns and the noise of their engines. We were now in the lion country, and might see some lions any time.

More stories have been written about the lion than about any other animal in the world. There is something fascinating about these great yellow cats, but they are not treacherous or looking for trouble as many people believe. The

king of the jungle will keep away from trouble if he can, but if he feels himself endangered, bravery and dignity will awake in him, and he will fight openly. He does not allow anybody to hurt him or his family, and will attack when he cannot find another way out.

The lion is not bloodthirsty like the leopard, although most people live under the impression that a lion will kill for the sake of killing. People have been killed by lions, but usually because they had first challenged the great *simba*, as the lion, is called in the native African language of Kenya. If a man shoots at a lion and hurts him, the animal will use all his power to kill the man.

Man-eating lions are very seldom found, and if some become man-eaters, they are despised by their lion families. Lions have attacked native women when the women were working alone in the field or when they were on their way through the lonely country, but these lions are usually old animals which could not kill bucks or zebras because the latter could run faster than the old lions.

The road over which my friend and I were driving was crossed many times by small ravines through which rapid streams flowed. No bridges had been built over these streams, and our auto

had to go through the water. Driving an auto in this country was difficult and tiring.

We estimated that we had passed nearly thirty-five of these ravines. When we came to the edge of a deep one, we saw three giraffes drinking. I made a quick stop in order to watch them.

It was a strange sight to see these ungainly giraffes drink. They had their long fore legs stretched wide apart; otherwise they would not have been able to reach down to the water with their

long necks. These giraffes which we saw were in such a helpless position that it would have been easy for a lion to attack them just at that moment. When the animal is in this position, he is frequently attacked by a lion; therefore these long-

necked animals drink very seldom during the lion's hunting hours.

We watched the three giraffes in front of us for a short while. They had not noticed us. When I finally sounded my horn, they raised their heads from the water and looked at us by turning their long necks, but it took them at least half a minute to get ready to move. That would be a fatal half minute in case of an attack by lions. We watched them canter away. Then we continued on our

(Please turn to page 114.)



A Fight at Close Quarters
The natives of the African interior frequently hunt lions on foot armed with only spears.

MORO MARRIAGE CUSTOMS

By RICARDO CARLOS *

THE FILIPINOS who live in the northern provinces are unfamiliar with Moro marriage customs. To the Moros these seem, no doubt, quite commonplace, but to Filipinos who are not accustomed to them, they would seem strange, and for that reason quite interesting. I will mention some of the Moro marriage customs which I have seen for the benefit of those readers of THE YOUNG CITIZEN who live far away from the Moro provinces.

In the province of Cotabato I have observed that a Moro father who desires that his son be married goes about in search of a likely girl. There is no such thing as courtship. Sometimes the son may suggest to the father who the girl might be.

When the father has decided upon a certain girl, he goes to the girl's parents to discuss the matter of matrimony. The girl's father may decide immediately, or he may ask for time to think the matter over.

If the parents accept the young man, the next thing to be discussed is the dowry—that is, the money to be paid to the girl's parents in consideration of the marriage. The amount of the dowry will depend very much upon the girl's social standing, her physical charms, and—her ability to cook.

When the amount of the dowry is decided, the date of the wedding will be the next matter to be settled. The dowry must be paid before the date of the wedding. The payment is usually in the form of money, and sometimes in

the form of cattle, land, Moro musical instruments, and *palay*.

On the wedding day the parents of the groom and several friends go to the house of the bride. They ask the parents whether they have changed their mind and whether or not they are prepared. If the bride's parents say everything is all right, the groom's parents return to their home to get the groom.

Meanwhile the bride, surrounded by several girl companions, has staid in a room for several days. During that time she has not seen or talked to any man.

When the groom goes to the girl's home, he is accompanied by many friends who carry food and refreshments for the wedding guests.

The marriage is solemnized by a *pan-dita*, *imam*, or *kagui*, or several of them. The one celebrating the marriage stands at a little distance between the bride and the groom. He has his right hand extended as is theirs, holding each other. As he reads the Koran concerning their respective duties, he continues to hold their clasped hands.

When he has finished reading, he tells the bride to kneel; then he commands the groom to touch her head and breast. Once this is done, the bride has become his willing wife, his slave, and his personal property.

Moro marriages may be expensive affairs. The groom generally spends no less than a hundred pesos, and in exceptional cases more than two thousand pesos. The dowry goes to the parents and not to the girl. The *pan-dita*, *hadji*, or *imam* who solemnizes the marriage

(Please turn to page 116.)

* Dulawan Elementary School, Dulawan, Cotabato.

VACATION PLANS

By AMPARO L. KILATES *

"THIS is the last day of school," Mrs. Torres was saying to her class of grade four pupils. "Tomorrow will be the first day of vacation. What are your plans for vacation?" she asked.

Quickly almost every one's hand went up.

"I am glad to see you have all made plans," said Mrs. Torres. "We will begin with Nita. What are your plans, Nita?" she said to the ten-year old girl nearest her, in the front.

"Oh, I have delightful plans," said Nita. "Mother has given me permission to go to Baguio with my Aunt Carmen."

"That is splendid," said the teacher. "It is very good for all of you who can do so to visit beautiful and interesting parts of your country during vacation. And you, Jose, what are your plans?"

Jose stood up promptly and said, "I am going to visit Mount Mayon and Consocep Falls."

"Fine, Jose," commented their teacher. "What are you going to do, Pedro?"

"Grandfather is going to let me go on a hunting trip with him."

And so on around the class the teacher

went. Some were going to visit relatives in other provinces, some were going to spend their vacation time in Manila or Baguio, and one girl was going to Hong Kong with her uncle. Everybody seemed to have a very definite plan in mind, and everybody seemed to be going to do something in order to have a good time.

Finally every one in the class had told his or her vacation plans—at least Mrs. Torres thought everyone had told of them.



"Visit interesting parts of your country during vacation," the teacher said.

"There's Lino," some one said. "He has not told of his plans."

"That is true. I quite overlooked him. What are you going to do?"

Poor Lino blushed. Finally he stammered, "I have no plans. I cannot go away. I am going to stay here and help support

my mother and little sister by selling cheese."

"Then you do have a plan, and a very good one," said Mrs. Torres. "Everyone else is going away on a pleasure trip. And I am glad they can go. But they will spend money. You are going to stay here and earn money. You have an excellent vacation plan. Instead of thinking of yourself, you think of others. It is a noble vacation plan."

* Teacher, Căbusao, Camarines Sur.

MUSIC APPRECIATION SECTION

GREAT COMPOSERS OF MUSIC

SECOND SERIES

By BERT PAUL OSBON *

III. VERDI



Verdi, *Writer of Operas*

PERHAPS the only violent act of Giuseppe Verdi's serene life was to smash the old spinet (fore-runner of the piano) which his father had bought for him and on which the village priest was teach-

ing him to play, when it failed to reproduce the chord he wanted.

That was when he was a very small boy in Italy, where he was born October 13, 1813. He was an acolyte in the village church when the smashing of the spinet took place. A few years later this boy was playing flute and clarinet in the cathedral, and at the age of eleven he became organist. He received never more than one peso monthly for these services, which he performed carefully, although he had daily to walk three miles each way to do this service.

Oftentimes while young Verdi (pronounced vair-dee) was playing the organ, he improvised melodies, and it soon became apparent to everyone that the boy had musical talent.

When he was seventeen he set out for Milan, a large city in Italy, in order to enter the Conservatory, which is another

name for a large music school. To his great disappointment, he was refused admission to the Conservatory, because the director thought he had no musical talent.

Verdi found other teachers, however, and studied diligently for two years. Then he returned to his home town to become the village organist, and to marry the daughter of his former employer.

A few years later he decided to write operas, and removed with his wife and children to the city of Milan. But his first operas were failures. To add to his misfortune, his wife and two children suddenly died. This very sad event, together with the failure of his operas, utterly discouraged him. It was several very unhappy years before his close friends could persuade him to try writing an opera again.

Finally he was persuaded to try again, and he wrote several which were very successful. These works established his Italian reputation, and from time to time he wrote others—ten in all.

In 1850 he married the woman who was the leading singer in his operas. This marriage was a very happy one.

Up to this time his operas were all written in the prevalent Italian style. He wrote such famous operas as *Ernani*, *Rigoletto*, *La Traviata*, *Il Trovatore* and others.

When he was nearly 60 years old, he was commissioned by the Khedive of Egypt to write the opera *Aida*. This he did. The opera was produced on a grand scale with live elephants and great

* Formerly of the Department of Music Education, School of Education, New York University, New York City, U. S. A.

magnificence. In this opera he revealed new effects in orchestra and chorus.

The grand old man of Italian opera, like fine wine, mellowed as he became more aged. In his later works—the stately *Requiem Mass* and the operas *Aida*, *Otello*, and *Falstaff*—his flowing melodies are enriched by an increased command of the resources of the orchestra, possibly in response to Wagner's influence. (Wagner, you may remember, was the great writer of music-dramas.) Verdi was eighty years old when he produced his last opera.

In all, he wrote more than 30 operas, most of them serious. He did not write much music besides operas.

Personally, his was a character of rugged independence and noble purpose. His simplicity of life, warm-heartedness, generosity, patriotism, with his brilliant genius, made him a great favorite in Italy. He was greatly admired and respected by musicians everywhere.

No music was further removed from the music-drama than the Italian opera, yet Verdi, the chief of Italian musicians, profited by the ideals of Wagner. In his early operas Verdi carried on the Italian style, and he never forgot to have beautiful melodies. In his last operas, although he never imitated Wagner, he wrote richer harmonies for the orchestra.

On January 27, 1901, Verdi died peacefully in his Italian villa. He left much of his wealth to charity.

Verdi is sometimes called the "king of Italian opera," and no other person ever wrote as many excellent operas as did this composer. You should hear some of his operas whenever you have an opportunity of so doing.

REVIEW

1. What is a grand opera? (See the dictionary.)

2. What is Verdi sometimes called? Why?

3. Name some of his well-known operas.

4. When was Verdi born and when did he die?

5. Tell of his life as a boy.

6. Why was he re-

fused permission to study music in the Conservatory at Milan? Do you think this was true?

7. Tell about his first operas.

8. What sadness befell him?

9. What about his later operas?

10. What of his second marriage?

11. In what style did he write his operas?

12. Did he improve this style later? How?

13. What music composer influenced Verdi in his work?

14. Why was the opera *Aida* produced?

(Please turn to page 116.)



Scene from Verdi's Opera, "Rigoletto"

MARCHING SONG

Tempo di marcia

L. ORMISTON CHANT

f

1. This is the way we march; This is the way we march;
2. This is the way we jump; This is the way we jump;

f marcato

March, march, march, march, march: This is the way we clap;
Jump, jump, jump, jump, jump: This is the way we stop;

This is the way we clap; clap, clap, clap, clap, clap.
This is the way we stop; stop, stop, stop, stop, stop.

sfz

ELEMENTARY SCIENCE SECTION

THE DRAGONS OF MODERN TIMES

IF YOU had in a cage a specimen of each of the 1,700 different kinds of lizards that have been found in the world, it would be hard to believe that animals of such widely different shapes, sizes, colors, and habits could possibly belong to the same big group of reptiles.

You would see tiny creatures two or three inches long lying beside giants measuring seven or eight feet. Bright greens, blues, and reds would stand out among dull grays, browns, and blacks. Most of them would show four sturdy legs, with long toes, and even claws. But there would be some with only front legs, some with only back legs,

and some with no legs at all.

Tree-lizards,

ground-lizards;

under-ground lizards,

and water-lizards would

be mingled together,

some

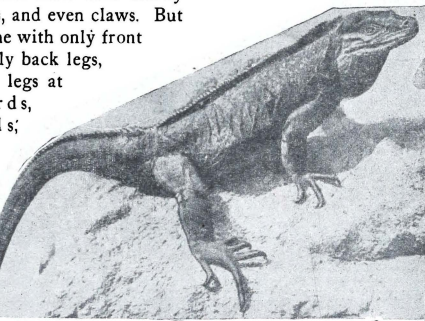
darting

about with

the speed

of lightning,

others



A Dragon of Modern Times—the Iguana

lying sluggish and still.

Here and there you would find a sleek, slender, graceful creature, but most of them would probably impress you as misshapen, horny, repulsive monsters, the dragons of modern times. But in spite of their forbidding appearance, only two of 1,700 species are poisonous. Many members of the tribe are not only harmless, but easily tamed and exhibit a good-

ly degree of intelligence in captivity, learning simple tricks and answering to calls.

The writer once had a "pet" lizard which lived behind a picture hung above the piano. When any one played the piano, the lizard came out from his home and scampered about. He seemed to enjoy the music.

While lizards are found in nearly all parts of the earth, except the polar regions, they reach their greatest numbers

and

varieties

in tropical

lands. Lizards

abound in

the Philip-

pines and

neighboring

islands. There

are many

varieties.

Most lizards

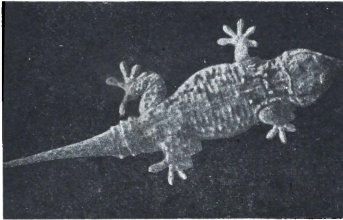
catch living

prey, the smaller

ones feeding on worms and insects, the larger ones devouring mice, frogs, other lizards, fish, birds, and, in fact, almost any animals they can overpower.

There are some important varieties, however, that prefer a vegetable diet, notably most of the larger members of the "iguana" family, some of which reach a length of six feet.

Perhaps the most amazing peculiarity found in the lizard family is the ability which many of its members possess of



The little Gecko can walk on a ceiling because he has disks on his feet.

casting off their tails. When seized by a foe from behind, the tail breaks off at one of the joints of the back-bone. This does not seem to cause any inconvenience, for a new tail soon begins to grow.

Another strange practice among certain large lizards, such as the frilled lizard of Australia and a species in South America, is that of running swiftly and for great distances on their hind legs. When doing this their front legs swing back and forth. The tail is used as a balance.

The nearest thing to flying found among the lizards are the long sailing leaps from tree to tree by the small "flying-dragons" of the Malay countries. The "wings" of these creatures are unlike any other animal organs, for they are formed by the outward extension of the ribs, which are connected by thin membranes of skin. When at rest, they lie close to the creature's sides, but when a leap is made, they spread out like fans.

The frilled lizard gets its name from the broad collar of loose skin it wears around its neck, which spreads out when the animal is frightened or angered. At the same time it opens its mouth and hisses terribly—all of which is pure

bluff.

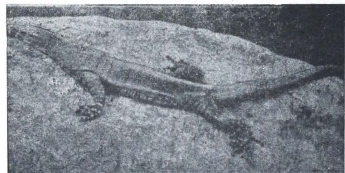
Though most lizards are not poisonous and usually mind their own business, some of them are fierce fighters and biters when annoyed.

Most lizards have no voice beyond an angry hissing; the gecko family is able to make a variety of cries. The geckos, which are found in the Philippines, are small creatures, very useful for the number of insects they destroy. Some have feet equipped with tiny pads or disks and hairs which enable them to climb up a pane of glass or walk on a smooth ceiling.

A close relative of the lizard tribe, the *tuatera* of New Zealand, is of immense interest to scientists, because this curious creature is the sole survivor of a group of reptiles otherwise extinct millions of years ago. The bodily structure of this "living fossil" has given science a key to the evolution of the whole reptile group. The group which it represents is thought to have been the parent stock of all lizards.

Lizards are "cold-blooded" creatures, like all reptiles. Some lay from one to 20 eggs, but others produce living young. Their skin is normally covered with scales, and from time to time they shed the thin, horny outside coating.

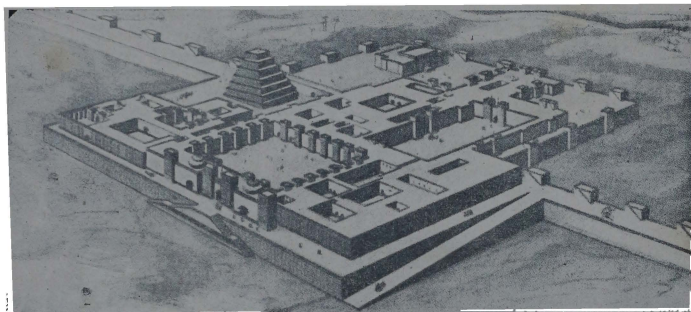
(Please turn to page 116.)



*The Monitor Lizard
One of the Largest Lizards*

HISTORY SECTION

AN EARLY CIVILIZATION



The Palace of a King Four Thousand Years Ago. Sargon II built this palace on a great elevated platform covering 25 acres. There were inclined roadways on which he could drive in his chariot from the streets of the city below. Such temple towers as that behind the largest court developed into the towers we see on churches today.

SCHOLARS are unable to tell us whether civilization first arose in Egypt or in that part of the valley of the Tigris and Euphrates rivers of western Asia which we call Babylonia. At all events, there lay one of the earliest cradles of civilization:

Long before 3000 B. C., the predecessors—the forerunners—of the ancient Babylonians (called Sumerians) were living in tiny city-states along the lower course of the twin rivers, in small towns built of sun-dried bricks. They irrigated their barley and wheat fields by extensive canals, and they wrote letters and kept records on tablets of baked clay by means of curious writing. They used a system of counting by 60's instead of by 100's, from which has come our division of the hour into 60 minutes, and of the minute into 60 seconds.

In the center of the plain of Babylonia rose a great tower on a temple, which is regarded as the original tower of Babel where the confusion of languages occurred as related in the eleventh chapter of the book of Genesis of the Bible. This tower was the remote ancestor of our modern church steeples.

Each one of the little towns of the Plain of Shinar—as Babylonia was then called—in that early day owned land for a few miles around it, and the period 3050 to 2750 B. C. is known as the Age of the Sumerian City Kingdoms. The inhabitants had come from the mountains to the east in what was later called Persia. They apparently were not related to any of the groups of people that we now know. The petty states were constantly

warring with one another. They also had an outside enemy to meet in the wandering tribes of the Arabian desert to the west. Finally one of these chieftains from the desert, named Sargon, proved too strong for the Sumerians, and made himself master of the whole plain.

Sargon (about 2750 B. C.) was the first great leader in history, and the first to build up a great nation. His kingdom reached from the Persian gulf to the Mediterranean sea. Gradually his wandering followers dropped their unsettled life and took up fixed abodes in the plains.

They adopted the civilization of their former enemies, gaining new arts of peace and war. They learned to make helmets of leather and copper, which are the earliest known examples of the use of metal for protection in war. From this humble beginning came the armor of the knights of the Middle Ages and our modern steelclad battleships and mechanized armies.

As the kings who followed Sargon slowly weakened, a new desert tribe invaded the land, and in turn established the kingdom of Babylonia, so named from its capital Babylon. About 2100 years B. C. this kingdom reached its height. Agriculture was extensively practiced, commerce flourished, and law and government were highly developed.

The cities of this kingdom have long been nothing but deserted mounds of earth and crumbled bricks. But in these ruins many baked clay tablets have been found containing letters written by the king, and a record of his laws. These writings enable us to bridge the gap of more than 4,000 years and to know something of the daily life of these people.

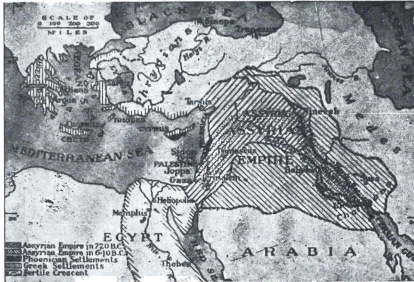
These clay letters of this ancient king contain orders directed to officials in different parts of the kingdom. There is also an order that the river Euphrates be cleared of its obstacles to river com-

merce. He ordered that taxes be collected, and that those who did not pay be punished. Unjust judges and corrupt officials were ordered to be brought to justice. Other letters deal with sheep-shear-

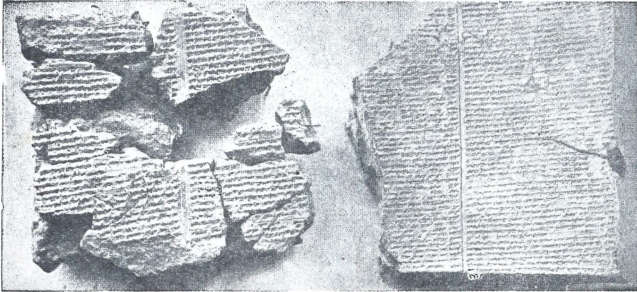
ing, the temples and religion, the regulation of the calendar, and similar matters.

These very old laws are the earliest code of laws for any people which has come down to us. They are thus a priceless aid to making clear the earliest life of civilized man, long before the ancient days of Greece and Rome. In them we find a highly developed political and social system.

There were three classes of people in the community—a ruling class of nobles and officials, a middle class, and slaves. Much attention was given to commerce,



Map Showing the Location of an Early Civilization



The Babylonian Story of the Flood

money, and banking, as well as to agriculture and the canals and ditches needed for irrigating the soil.

Justice was insisted on for the widow, the orphan, and the poor. The position of women in those laws was a high one, and they frequently engaged in business on their own account.

After the death of the ruler, the kingdom went to pieces. The wild tribes again descended from the eastern mountains to the plains, this time bringing with them a strange animal which we call the horse.

A new language, a Semitic language related to the Hebrew of the time of Christ, took the place of the old language.

In the northern part of the valley between the Tigris and Euphrates rivers there had arisen a new nation called Assyria from its chief town Assur. Its people borrowed the calendar, writing, sculpture, and other improvements of civilization from their Babylonian neighbors.

The Assyrians gained skill in warfare until they aspired to rule the whole of what was then the civilized world about

them, just as Germany aspires today to rule all of Europe.

Before Assyria had accomplished this, the little kingdoms of Palestine and Syria had risen to power. Syria especially was rich in busy cities, and carried on commerce with all the known world. They spread far and wide their system of writing—the first system to make use of an alphabet. These cities checked the advance of the Assyrians, and it was not until the middle of the 8th century before Christ that Damascus, the most powerful city of Syria fell. (See the map on page 106.)

Assyria not only conquered Syria and Palestine, but her rule for a time extended even into Egypt. There are two reasons for this military success: (1) they were the first people to learn the use of iron weapons; (2) the organization of their country was based on war and conquest. Like that of the Germans of the present time, their rule was one of "blood and iron." One Assyrian king, Sargon II (722 to 705 B. C.) destroyed the

(Please turn to page 117.)

HEALTH AND SAFETY SECTION

BRUSH
YOUR
TEETH



CHARACTER AND CITIZENSHIP SECTION**RESPECT OUR FLAG**

By JUANA SAEZ PABLO *

TWO BOYS were talking on their way to school. Their conversation attracted my attention. The younger of the two was asking an important question. The question was: "Why do we lift our hats to the Philippine flag? It is only a piece of cloth of different colors."

The older boy looked at his companion and replied, "My friend, you are a young boy and do not know for what our flag stands. Will you listen, and I will tell you." This is what he said:

"Our flag is symbolic of our beloved Philippines. Each device and color on that piece of cloth has a meaning. The sun stands for liberty and freedom. The three stars represent the three great islands, Luzon, Mindanao, and the Visayas. The eight rays of the sun are symbolic of the eight provinces which revolted against the Spanish government.

"Of its colors, red stands for bravery and signifies the blood shed by Filipino patriots; white stands for purity; blue stands for peace and contentment.

"When we see the Philippine flag, we lift our hats to show our respect and love for our country, for our flag is the symbol of our country. Therefore we should honor and respect our flag."

The younger boy looked serious as he replied, "Now I understand why we lift our hats as the flag goes by, and why we should respect and honor it. It stands for our native land. We should all respect it. We should protect it from any enemy and from dishonor."

(Please turn to page 117.)

* Teacher, Gregorio del Pilar Elementary School, Manila.

A STUDENT'S PSALM

By ELIAS DE JESUS UMALI *

UNTO THEE, O loving teacher, do we give our grateful thanks, for thy name is gladness in our hearts. We exalt thee high with pride, for thy kindness to us is great.

For e'er since childhood's early years, when first we heard thy loving call, thou hast guided our young minds into the paths of right understanding.

Thou hast often counselled us to follow after thy will, thy reason, and thy example. We have tried to follow after thy footsteps, though often we have fallen or slipped on the way; but thy guiding and sustaining hand was ever near to hold us up, to lift us from where we had fallen, and to set us again on the right path.

Often we have been stubborn against thy will, and have caused thine eyes to shed tears. We have brought to thee trouble by our lack of understanding.

Thou hast often looked to us for the kindness that thou thyself hast shown unto us. Thou hast often longed for love, such as thou hast given us. How often wert thou disappointed!

We have mocked thee, and spoken ill of thee. We have thought of thee as being unjust. Thy words we have heeded not, nor did we turn our ears to thy pleadings.

As thou wert human, so wert thou also prone to err. In thy mistakes we took delight, and in thy weaknesses we mocked thee. Yet thy love for us was never greater than when we hated thee.

(Please turn to page 117.)

* Student, The Union Theological Seminary, Manila.



Our East African Study Club

By MOISES FLORES
(13 YEARS OLD)

IN THE YOUNG CITIZEN for January we read a suggestion for an African Study Club. With the help of our geography teacher we have organized such a club. We read about the rhinoceroses which destroyed a truck and about the large snake which killed a bull. Using the small map in THE YOUNG CITIZEN as a guide, we located the places named by turning to our larger map of Africa. Then we read about the different sections of East Africa.

Next we took the two encyclopedias in our school library, and read about each section named. Our teacher had us take turns in reading this information to the club members. We learned a great deal about the country, its people, products, etc.

We made a list of the African animals mentioned,
(Please turn to page 119.)

A Hiking Club for Vacation

By MANUEL ALABASTRO
(17 YEARS OLD)

LAST YEAR near the close of school some of us boys in the high school which I attend organized a vacation hiking club. It was the purpose of our club to take a long hike at least once every fortnight.

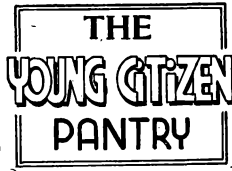
There were six boys in the club. Each of us bought a knapsack, a canteen, and clothing suitable for hiking. Then we took a map of Luzon (the island on which we live) and located places to which we wished to hike. These included a hike to Manila, and from there a hike to the ruins of Gualalupe; then a long hike to Antipolo to see the famed Virgin of Antipolo in the massive old church there; next a hike to Calamba, the birthplace of our great hero, Rizal; a wonderful hike over the picturesque road to Montalban which winds along the banks of the Pasig and Mariquina
(Please turn to page 119.)

Turning Pleasure into Profit

By DANIEL VILLAREAL
(16 YEARS OLD)

AT CHRISTMAS I received a fine kodak as a Christmas gift from my father and mother. For several years I have been an enthusiastic amateur photographer. A professional landscape photographer taught me how to make good photographs. We have a camera club at the private school which I attend, and I have been a member of this organization for some time. We learn much in that club about taking pictures.

After receiving my kodak for Christmas, I thought of a plan whereby I could turn the pleasure of taking kodak pictures into profit. Armed with my kodak I go to a neat appearing residence in my town. I ask the owner if he will permit me to take a picture of it. The owner is always willing. Sometimes the members of the family will pose in front of the resi-
(Please turn to page 119.)



TOAST

TOAST should be made of stale bread, or at least of bread that has been baked a day. Cut smoothly in slices, not more than half an inch thick. If the crust is baked very hard, trim the edges and brown very evenly, but if it happens to burn, that should be scraped off.

Toast that is to be served with anything turned over it should have the slices first dipped quickly in a dish of hot water turned from the boiling tea-kettle with a little salt thrown in.

The following preparations of toast are all of them very nice dishes, served with a family breakfast.

Milk Toast

Ingredients needed: One quart of milk (either fresh, or diluted condensed milk), one tablespoonful of butter, one teaspoonful of salt, one teaspoonful of flour, slices of toasted bread.

Put the milk over the fire, put into it cold butter, stir a heaping teaspoonful of flour into a small quan-

tity of milk; as soon as the milk on the fire boils, stir in the flour, add salt; let all boil up once, remove from the fire, and dip in thin slices of toasted bread. When all are used up, pour what is left of the scalded milk over the toast. Cover, and send to the table hot.

Cream Toast

Ingredients needed: one pint of milk (either fresh or diluted condensed milk), a piece of butter the size of an egg, one egg, one tablespoonful of flour, one cup of rich cream (or condensed milk), slices of toast.

Heat the milk to boiling, and add the butter; stir flour smoothly into the cream, and add some of the boiling milk to this; heat it gradually and prevent the flour from lumping; then stir into the boiling milk, and let it cook a few minutes; salt to taste. After taking from the fire stir in a beaten egg; strain the mixture on to toast slightly buttered.

American Toast

To one egg thoroughly beaten, put one cup of sweet milk (or condensed milk diluted), and a little salt. Slice bread and dip the slices into the mixture, allowing each slice to absorb some of the milk. Then brown on a hot, buttered griddle or a thick-bottomed frying pan; spread with butter and serve hot.

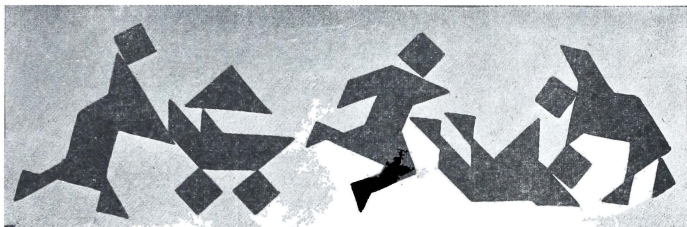
Nun's Toast

Ingredients needed: 4 or 5 hard-boiled eggs, a piece of butter the size of an egg; one onion chopped, one teaspoonful of flour, one cup of milk (sweet or diluted condensed), slices of hot buttered toast.

Cut the eggs into slices. Put the butter into a saucepan, and when it begins to bubble add a fine chopped onion. Let the onion cook a little without taking color, and then stir in the flour. Add the milk, and stir until it becomes smooth; then put in the slices of eggs, and let them get hot.

WORK AND PLAY SECTION

THE LITTLE BLACK TANGRAMS



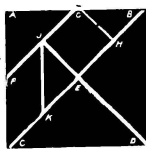
TANGRAMS are little black cards of various shapes that are supposed to have been first designed in China many centuries ago. Any boy or girl can make a set of tangrams by taking a square of black card and cutting it into seven pieces as shown in the picture on this page.

A boy or girl can make the necessary black cardboard by pasting over ordinary white card a piece of black paper. To cut the tangrams take a small piece of cardboard three inches square. Cut the card from one corner to the opposite corner, from C to B. (See the small illustration.) Then find the middle of C B which is E. Cut from E to D. The remaining pieces are easily cut to the right sizes, for the various points to and from which we cut are all the middle points of lines. Thus G is the middle point of A B. The point F is the middle of A C. The point J is the middle of F G. The point K is the middle of C E. The point H is the middle of E B.

Having cut the piece of square black card as shown in the small picture, you

have seven pieces of card of various sizes. They should all be black on both sides.

By putting these seven pieces of card together, you can make many things with the little black tangrams. It must be understood that in each picture every one of the seven pieces of card has to be used, and the whole of each piece of card must be completely seen—that is, you can not put one piece partly over another.

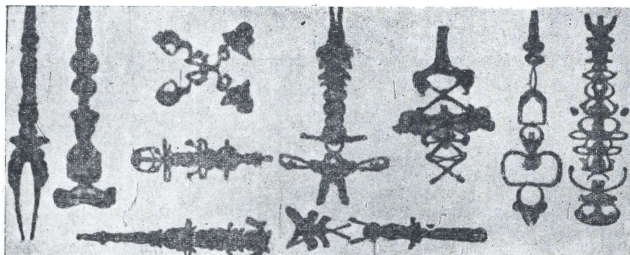


How to cut them

It is a fact that pictures of thousands of objects can be made with these little seven pieces of card. In the picture of children at play shown on this page each individual in the group is made up from one set of tangrams. Five sets of tangrams are required to make everything as shown in the picture.

We can make men, animals, birds, lanterns, faces, geometrical figures, and many other things from these tangrams. It is not always easy, even with a finished tangram picture before you as a pattern to put the tangrams together properly to produce the picture. But practice will help you to make anything desired.

MAKING BLOT-PICTURES



SOME very curious insects are shown above. It is a very simple matter to make such blot-pictures as these. Simply get a heavy pen that uses considerable ink. Then write your name or any other name you think of. Before the ink dries, fold

the paper in the middle of the written name so that the ink will blot each side. Unfold it, and behold! you have a curious looking insect which would baffle any scientist in its classification. Study the above pictures. Then make some.

PICTURE-FRAMES FOR THE SCHOOL OR HOME

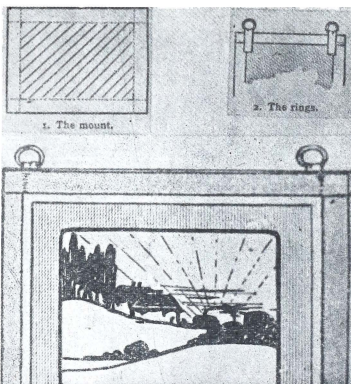
WE are going to learn how to make frames for little pictures or photographs, so that we can hang them up and become the possessor of a small picture-gallery of our very own.

It often happens that we have a dear little picture on a Christmas card or a kodak picture that we would like to keep. It is the purpose of this article to tell you just how to frame such pictures in an inexpensive way.

Go to a paint store and get some squares of glass. Also a dozen small brass rings. At a drugstore or stationery store get some binding tape (or *passepartout*) and some paste. You will also need some white unruled paper, a pencil, a ruler, a penknife, and some pasteboard.

Now find your picture and cut it the size of one of your pieces of glass—or it can be a little smaller. The glass will be

in front of the picture, and a piece of pasteboard (taken, perhaps, from an old pasteboard box) will be at the back.



With your ruler and penknife cut the pasteboard so that it is the exact size of the glass.

The binding tape will hold everything together—with the picture between the glass and the pasteboard.

Now take your little picture and put a small dab of paste on each corner at the back. Then lay it down on the pasteboard back; be careful that it is straight.

The next thing to do is to make a mount—that is, a little border which shows in between a picture and its frame. For this we cut a piece of unruled white or cream colored paper the same size as the glass.

We place this paper on the table and carefully rule, in faint pencil lines, a small border all around, about three quarters of an inch away from the edge. This leaves a square in the middle; we cut this out very carefully with a penknife and a ruler, and then the mount is ready to lay over the picture which is stuck to the cardboard back. If we look at Figure No. 1 this will be quite clear.

The mount is attached to the picture by small dabs of paste on the back of the mount. Then lay the glass on the top of all. The frame is put on next. For this cut

four pieces of the paper binding tape, each a little longer than the sides of the glass. Cover one side of the glass. Cover one side of the paper binding tape with paste. If you buy *partout* binding tape it is already gummed on one side. Then stick the binding tape on evenly around the edge of the glass and the pasteboard back, letting half of the width show in front.

Be careful to put binding tape on the top and bottom first, and then cut off quite evenly the pieces which are left sticking out. Then put the binding tape on the two sides or ends. Cut off the extra tape and smooth it all down very carefully, pressing firmly with the finger which must be quite clean.

When the four sides of binding tape are on, place the entire framed picture under a large book or other weight and leave it there for several hours. Next attach to the back two rings by which the picture is hung on the wall.

Through each ring put a piece of narrow binding tape, each about two inches long. We then paste the two ends firmly behind the picture as shown in Figure No. 2. The framed picture is then complete, ready to be hung on the wall.

ATTACKED BY LIONS

(Continued from page 97)

way, always on the watch for wild animals of East Africa, especially the great tawny king of the jungle, *simba*, the African lion.

Presently we crossed another ravine and turned a sharp curve. There, on the road just in front of us, lay, by actual count, fifteen great, full-grown lions. I stopped the auto about three hundred feet from the nearest animal. They did not move, and all seemed to be asleep.

What a sight! What a situation! Fifteen savage, full-grown African lions, loose and in our way! Nothing but the sides of that little Ford sedan between us and certain death!

In the herd were several females, but most of them were males with great yellow and brown manes. At first none of them took any particular notice of us. Presently one raised his head, watched us for a second, and then lay down again.

This was a good chance to get a picture of those great cats. My friend turned in the auto to get the camera, while I watched the lions before us. They were beautiful—magnificent—as they lay there sleeping, as peaceful as cats

at a fireside.

My friend began getting the camera ready for taking the picture, but it was impossible to do this through the front window which was obscured by the morning dew. I suggested that he lower the side window and take the picture from the outside. He did not wish to do this, because he thought he could not get a good picture in that position. He decided to get out of the auto. He opened the door of the car slowly and quietly; we thought that the lions were sleeping and would take no notice of us.

The door was open and the window lowered. The camera was ready for action. My friend slid from his seat as quietly as possible. Soon his whole body was outside, and only the lower part of the door was between him and the lions. He looked into the viewfinder of the camera in order to get his picture. We hardly dared breathe, lest we awaken the sleeping beasts.

Suddenly one of the largest male lions jumped to his feet and leaped for my friend with a roar that made my blood freeze. My friend made one jump, and was at my side, while the lion landed outside the auto door and struck at it with

terrific force. The roar of the great lion awakened all the others. With immense leaps, they came right at our auto. We were attacked by fifteen lions all at once!

The enormous brutes circled round our Ford, growling and roaring and lashing their tails from side to side in excitement and anger. Can you imagine such a situation? It was enough to congeal one's blood in his veins!

Both my friend and I were terrified at the suddenness of the attack; we sat stock still for a few seconds, not daring to move. One of the great lions put his huge paws up on one of the doors and clawed at the metal. We quickly lowered the windows of the car with trembling hands while we watched the furious animals outside. Their teeth looked sharp and wicked. How glad we were that our car had steel sides and roof, and that the windows were so small that no lion's head could pass through.

Once one of the breasts tried to stand on his hind legs on the side next to me and look through the window. But the space was so small that he had to give up the attempt and take a look at me from a distance.

Then one of them tried to

leap up on the hood of the engine. I did not like that, so I sounded the horn. All the lions answered with terrific roars, but the animal at the front of the engine disappeared quickly.

The others walked around our car, lashing their tails and striking with their paws at the wheels and the tires. They opened their great mouths, and roared at us angrily. Several times one of them leaped at our car, but he always landed with abump outside the door on the fenders.

This hullabaloo went on for about fifteen minutes, during which time we hardly knew what to do. Then I started the engine. The lions did not like the smell of the gasoline; they ran away from the exhaust of the engine to the front of the auto. I started to drive the car slowly. I pushed against one of the lions several times until he finally jumped to the side. But at once another took his place. This happened three times, but finally I got ahead of them. I began to drive the auto faster and faster. The lions followed us, roaring and jumping at the sides of the car.

But gradually our good little Ford outdistanced them. Several of the strong-

(Please turn to page 119.)

VERDI

(Continued from page 101)

How was it first produced?

15. How many operas did Verdi write?

16. Have you ever heard a grand opera?

17. Have you heard songs from any of Verdi's operas?

18. Tell of Verdi's character.

19. Read this article again, and then answer these questions.

WHERE THERE'S A WILL

(Continued from page 94)

tested it and found that it is true. WHERE THERE'S A WILL, THERE'S A WAY.

SOMETHING TO THINK ABOUT

1. Do you think Juanito was right when he said, "An education in the elementary school is good as far as it goes, but it's not enough"? Why do you think so?

2. Why do you think Juanito was determined to have an education?

3. Why was Juanito willing to shine shoes and be a houseboy? Would you be willing to do that if necessary to get an education?

DRAGONS

(Continued from page 104)

The family history of the lizard is interesting because of its many relationships with birds and mammals. At about the same time the lizards were appearing, nature was also producing from the much the same type of primitive reptiles, the first birds and the early mammals.

REVIEW

1. How many species of lizards are there?

2. What can you say of the sizes of lizards?

3. Describe some species.

4. Where are lizards found?

5. What is the food of lizards?

6. What can you say of the tail of some species of lizards?

7. How do some lizards run?

8. Tell of the "flying" lizard.

9. The frilled lizard.

10. How are some lizards useful?

11. Why is the family history of the lizard interesting to scientists?

12. How many different kinds of lizards have you seen in the Philippines?

MORO MARRIAGES

(Continue from page 98)

charges a fee—usually five pesos or more. If the groom is rich, he may have some ten *panditas* to solemnize his marriage.

If either of the contracting parties lives near a river, gaily decorated launches with flags and streamers of many colors may be hired for the occasion. On top of the launches grotesque animal heads sway in the air. Bands of musicians are always aboard the launches to furnish the music.

During the marriage celebration fire-crackers are lighted, guns are fired, and men and women shout at the top of their voices.

A Moro *datu* or *kagui* can have as many wives as he wishes, provided he can pay the dowries asked. An ordinary Moro is limited to four wives. A Moro who has many wives is considered rich. A Moro who has many daughters will become rich, because of the dowries that are sure to come for his daughters.

Such are some of the Moro marriage customs—commonplace to Moros, but strange to Filipinos who are not accustomed to them.

EARLY CIVILIZATION

(Continued from page 107)

northern kingdom of the Hebrews (called Israel) and carried away as captives part of its people.

Sargon's son Sennacherib (705 to 681 B.C.) destroyed the ancient city of Babylon, and even turned the waters of the canal over its ruins. Sargon II had built for himself a palace far surpassing anything else yet built; the buildings covered 25 acres and were large enough to shelter 80,000 people. But this was not enough for his son Sennacherib, and he built as his capital the proud city of Ninevah on the upper part of the river Tigris. Thousands of clay tablets have been discovered in the ruins of Ninevah. This is the earliest library of which we know, and in it were religious, scientific, and literary works, all carefully catalogued.

The end of this Assyrian empire came in 606 B. C. A desert tribe called the Chaldeans joined with the Medes, a tribe from the East, and conquered Ninevah, the mighty city of the Assyrians. Two hundred years later a Greek historian could not even learn the name of the ruins where once Ninevah had stood.

The new masters rebuilt the old city of Babylon and made it their capital. Here lived and ruled Nebuchadnezzar, greatest of the Chaldean emperors. He enlarged the city and built enormous walls around it, like the walls of old Manila, only larger and stronger. He constructed some wonderful hanging gardens, which the Greeks counted as one of the seven wonders of the world. This is the Babylon described in the Bible as the city of Hebrew captivity, after the destruction of the Hebrew city Jerusalem.

Several Babylonian and Assyrian records tell of a great flood which once covered all the land, and how a man and his family were saved. The flood is represented as sent on earth for the sins of men.

The account of this flood was written on twelve clay tablets found in the ruins of the palace at Ninevah. Pictures of two of these clay tablets are shown on page 107.

The great civilization of Babylonia and Assyria fell, and the land ever since has been ruled by a foreign people.

REVIEW

1. Read and study about this interesting civilization.

RESPECT OUR FLAG

(Continued from page 109)

That ended their conversation. I am sure that in the hearts of those boys is a strong love and respect for the flag of their country, and a desire to have their flag clean of every stain that could cause its dishonor. Young reader, do you have that same respect for the flag?

DO THIS

Study about the meaning of our flag. Then tell it in your own words.

A STUDENT'S PSALM

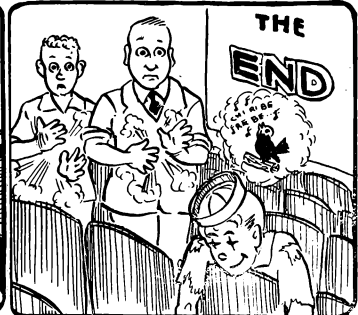
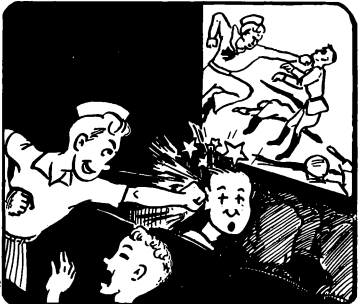
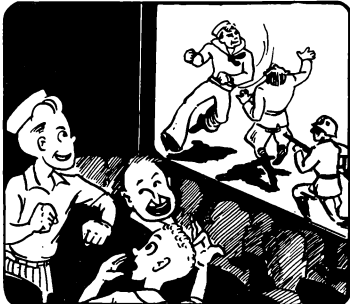
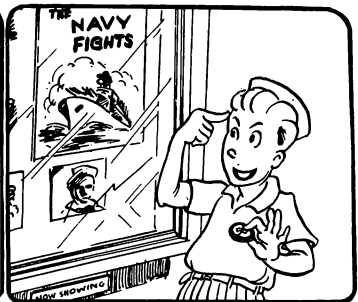
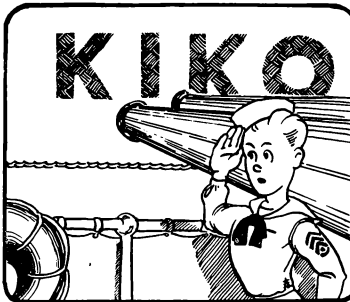
(Continued from page 109)

How often at night, with tears and supplications, hast thou taken our names, one by one, before the Heavenly Father's throne of grace beseeching Him that somehow our lives might change. And our lives have indeed, changed.

Thou wert kind! Thou wert noble! Beloved teacher, we thank thee, for thou didst struggle with us with patience and loving kindness.

Surely thy untiring efforts have brought us to a realization of our shortcomings. As long as our memory lasts, thy kindness, patience, and love shall be our treasure, our benediction.

THE FUNNY PAGE



ATTACKED BY LIONS

(Continued from page 115)

er beasts followed us for a mile or two. I drove as fast as the poor road would permit.

When there was only one lion following us, I asked my friend if he would like to stop and get a photograph of that animal. He told me to keep right on driving—that he was not interested in photography just at that moment. Sorry to say, he had not succeeded in taking a single picture of our adventure. That is why I have no photographs of the attacking lions with which to illustrate this story, which, I assure you, is quite true.

But to continue our story: I stepped on the gas, and we drove away as fast as possible. Soon we left behind us the last *simba*, the great African lion, the king of the jungle—the last of the fifteen savage lions which had attacked our little Ford sedan. Then we breathed a sigh of relief. My friend said, "Attacked by fifteen lions—all at once! What an adventure! And I didn't get one picture."

A REVIEW

1. Have you read the previous stories of adventures among the wild animals of East Africa?

EAST AFRICAN CLUB

(Continued from page 110)

and read about each one in the encyclopedia. We found other information also in several animal books in our library.

Our club was interested in the battles between the Italian and British troops in northeastern Africa. So we found out about those places, too. Our teacher says she is very glad about our interest in studying Africa. She says it is all due to the animal stories now being published in THE YOUNG CITIZEN. We liked the first two of those stories very much, and hope they will continue for a long time. They have aroused great interest in our class at school, and our East African Study Club has learned a great deal from them.

TURNING PLEASURE

(Continued from page 110)

dence.

If I secure a good photograph, I take it back to the owner of the house, show it to him, and ask for orders for copies of the picture. Almost always I receive orders for a number of copies. From each of these orders I make a neat profit.

Gradually I am building up a nice little business. I am turning pleasure into profit.

A HIKING CLUB

(Continued from page 110)

rivers; a very enjoyable hike to places on Laguna de Bay, the great inland sea of Luzon; and finally an extended trip to Naga, Legazpi, and the famous Mayon volcano.

Although our club was a hiking club, we did not walk to all of these places. Sometimes we went by bus, sometimes we found a friendly truck driver who let us ride in his empty truck, and often we walked at least a part of the way to our destination. Perhaps a better name for our club would be the Luzon Boys Travel Club.

We saw a lot of interesting and historical places of Luzon, and we had plenty of healthful exercise. I would not take anything for the experience I had, nor for the information I learned from actually seeing things.

Our expenses were not very great and we had a good deal of fun as we travelled together. We ate anywhere—there were always eating places along the way—and we slept wherever we could find a suitable place when night overtook us.

It was a rather daring vacation venture, and we found it strenuous, too, but I think it did us good.



Chats with the EDITOR

IF YOU will turn to page 93 in this number of THE YOUNG CITIZEN, you will find a most excellent story. It's the story of a boy who wanted an education, and who got it. How? Well, read the story to learn the details.

What I want to call to your attention is the title of that story: *Where There's a Will, There's a Way*. Do you believe that? Your Editor does, and I've tested it for many, many years. That proverb will nearly always be true. Next time you encounter a difficulty, when you come across something you find to be very hard, just remember that *where there's a will, there's a way*, and I think you will find you can do the difficult task after all.

Changing the subject: Recently I've been receiving numerous articles for publication in THE YOUNG CITIZEN. Some are good and some are not. Some I can use and some I shall have to return (if postage has been enclosed). But whether or not they are good, whether or not I can use them in THE YOUNG CITIZEN, your Editor thanks every one who went to the trouble of sending an article. And whether or not you have been successful in having your articles accepted, your effort has benefited you.

But even if your article is accepted, do not expect to see it in

the next issue of THE YOUNG CITIZEN. Occasionally that happens, but usually before publication an article has to be kept quite a while—until I need just such an article as yours. Then out it comes. You know we *can't* publish every good contribution just as soon as it's received. If an article is good and can be used, we notify the author and then file it away in cold storage until it is needed. That may be soon or late—it depends upon the nature of the article sent in.

And speaking of contributions for publication, here's some good news which I received just a few days ago in an air-mail letter from Honolulu. From whom? From none other than the author of those thrilling stories which are now running in THE YOUNG CITIZEN under the heading *Among the Animals of East Africa*. Recently this young man went to Honolulu where he is busy writing for a paper published there. In his air-mail letter he says that he's writing more animal stories for THE YOUNG CITIZEN. He says in his letter: "I thank you for your suggestion that I write some more animal stories for THE YOUNG CITIZEN. I shall be happy to write the stories during the next few weeks. I have finished one already."

So when the present supply of

"true experiences among the animals of East Africa" is exhausted, I shall have some more in sight, and I can go right on publishing these interesting stories.

Before I leave the subject of stories, I want to say this to all writers and would-be writers: Your Editor wants more stories, and more stories, and more stories. A good story is always hard to get. I can get bushels of poems and other articles, but stories—no. So, writers all, I wish you would turn your hand to writing short stories for children, and send them to me. If your article is a children's story, it stands a much better chance of being accepted than if it is a poem about the lovely sampaguita or the pale moonlight (both subjects exhausted long ago).

Read the stories in the back numbers of THE YOUNG CITIZEN, and then—write one yourself. Of course, to be accepted it must be a story for boys and girls, a good story, and an interesting story.

Will you, dear reader, answer this call and see what you can do for your Editor in the way of short story writing?

Of course, if you get ambitious and want to write a long story which could run through two or four or half a dozen numbers, so much the better, provided it is a good serial. Or a series of informational articles along any line would be acceptable. There are many possibilities; why not try to utilize them?

Well, I have just enough space left to wish you all a very happy vacation. And don't forget to keep your eyes open for material for publication in THE YOUNG CITIZEN. Goodbye.—THE EDITOR.

Announcement to All Our Young Readers:

Did you ever do something interesting and worth while? Have you had any experience in doing any of the following: (1) Collecting Philippine Shells, (2) Hunting Turtles, (3) Exploring a Volcano, (4) Catching Sharks, (5) Making an Aquarium, (6) Collecting Postage Stamps, (7) Visiting Famous Churches of the Philippines, (8) Making a Garden, (9) Raising Flowers, (10) Making Candies, (11) Building a Sail Boat, (12) Hunting for Wild Animals, (13) Baking Bread or Cakes, (14) Making Articles of Clothing, (15) Making Articles of Furniture, (16) Visiting the Aquarium in Manila, (17) Collecting Moths and Butterflies, (18) Collecting Interesting Botanical Specimens, (19) Raising Orchids, (20) Visiting Primitive Peoples in the Philippines, or doing many other interesting things.

WRITE ABOUT IT IN A SHORT COMPOSITION.

Send your composition to *The Young Citizen*.

Each month the Editor of *The Young Citizen* will publish as many of the best compositions as space will permit.

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

The What-Are-You-Doing? Club.

The rules for securing membership are simple.

OBSERVE THE FOLLOWING RULES:

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

Address all letters to:

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**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

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MANILA