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THE YOUNG CITIZEN

THE MAGAZINE FOR YOUNG PEOPLE

FEBRUARY, 1939

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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. Short stories from 100 to 200 words in length suitable for children of primary grades are also desired.

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THE YOUNG CITIZEN

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Edt. Dr. Panlasigui &

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THE MAGAZINE FOR YOUNG PEOPLE

FOR FIRST GRADERS**What Are They Doing?**

By FE VELASQUEZ *



Draw a line under the answer.

I see mother washing clothes.

I see mother washing plates.

I see mother washing her hands.



This is a boy running.

This is a boy walking.

This is a girl sitting.



I see a cat eating.

I see a goat drinking.

I see a dog eating.



The girl is playing with a doll.

The boy is playing with a top.

The boy is playing with a ball.

* Teacher, Arayat Elementary School, Arayat, Pampanga.

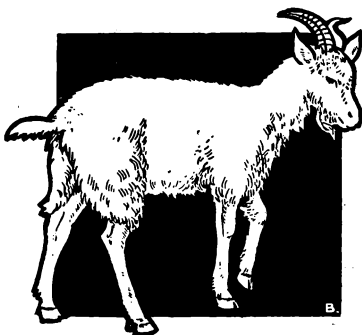
FOR FIRST GRADERS**Pedro's Goat**

Here is a picture of Pedro's goat.

Below are the names of the parts of
a goat.

Write the correct number on each
part of the goat.

- | | | |
|---------|----------|----------|
| 1. body | 4. eye | 7. ears |
| 2. horn | 5. mouth | 8. feet |
| 3. tail | 6. nose | 9. hoofs |

**Choosing the Right Word**

By BELLA FE

Make a ring around the word in each group which does not belong there.

- | | | | | |
|---------|----------|------------|----------|-----------|
| 1. boy | 3. dress | 5. bedroom | 7. towel | 9. cup |
| girl | shirt | paper | doll | plate |
| cat | hat | kitchen | drum | school |
| baby | sky | porch | ball | fork |
| 2. fish | 4. dog | 6. apple | 8. milk | 10. bread |
| chair | pig | orange | eyes | box |
| table | plate | ink | nose | meat |
| bed | cat | guava | ears | butter |

FOR SECOND GRADERS**The Gentle Milk Jug**

By OLIVER HERFORD



The Gentle Milk Jug,
Blue and white,
I love with all my soul.

She pours herself
With all her might,
To fill my breakfast bowl.

What Each Does

Find the picture which will make the sentence complete. Write that word on the line.

1. The shoemaker makes a _____.
2. The bird makes a _____.
3. The potter makes a _____.
4. The carabao draws a _____.



nest

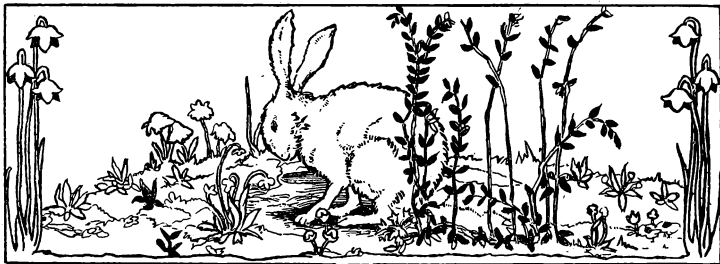
pot

shoe

cart

FOR SECOND GRADERS**Bunny Rabbit**

By VIRGINIA BAKER



The Bunny Rabbit's fur
is white,

His ears are long,
His eyes are bright;

His tail is just a
funny ball.

He hops; but never
Walks at all.

My Picture Spelling Book

I. FRUIT

Make yourself a picture spelling book. The pictures tell what the words are. Write each word two times on the lines.

1. _____ 2. _____ 3. _____ 4. _____



atis

papaya

mango

banana

FOR THIRD GRADERS

My New Dress

By REMEDIOS TRINIDAD



I have a new dress,
So dainty and blue;
I'll wear it to school,
And show it to you.

The buttons and ribbons
I want you to see;
It's a beautiful dress
When inside it is —me!

What Kind of a Plant?

The four kinds of plants are (1) a tree, (2) a vine, (3) a bush and (4) an herb. A bush is a plant with woody stems much smaller than a tree, and the stems of an herb are not woody, but are soft. What kind of a plant is each one:

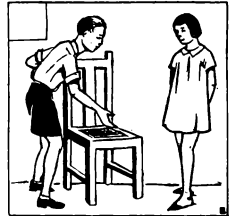
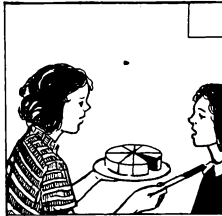
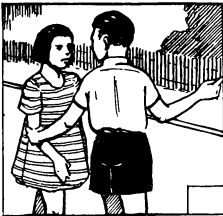
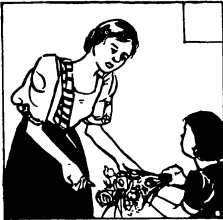
1. ilang-ilang _____ tree _____
2. rose _____
3. gumamela _____
4. cadena de amor _____
5. coconut _____

6. sampaguita _____
7. morning glory _____
8. tomato _____
9. guava _____
10. corn _____

FOR THIRD GRADERS**Little Acts of Courtesy**

By QUIRICO A. CRUZ

Place in each square in the picture the number of the sentence that best tells about the picture.



1. Thank you for these beautiful flowers.

2. Will you have a piece of my cake?

3. Please have my seat.

4. May I help you carry the basket?

5. Let me help you cross the street.

6. Good night, grandmother.

Helping at Home

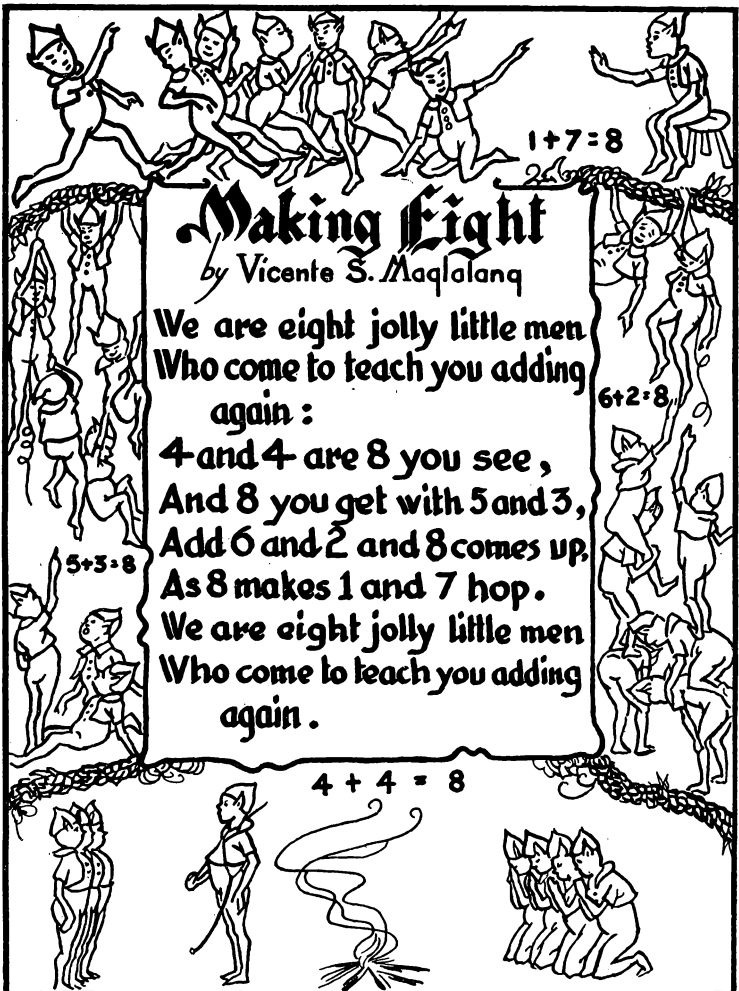
Draw a line under those which you do.

1. I wash the dishes.

2. I mop the floor.

3. I go to the store.

4. I feed our animals.



A LITTLE STORY FOR LITTLE PEOPLE

Mario and Chita

By GERVACIA GUARIN *

MARIO and Chita are the best of friends. They live in a house near the school. They like each other very much, and play together under the trees and in the garden. Chita is much younger than Mario.

Mario does many things for Chita. He sees to it that she is not hurt, that she has a good bed at night, that she gets good food, and that she is kept clean. Mario does not forget what the teacher tells in class about the way to treat friends and companions.

Before Mario goes to school in the morning, he says, "Chita, I am going to school now. Stay in the house. Do not play in the street. If you do, you might be run over by an auto. I will get you something to eat when I come home. Goodbye." Chita does not say anything, but she always obeys what Mario tells her to do.

* Teacher, Arayat Elementary School, Arayat, Pampanga.

When Mario comes home from school, Chita feels happy. She meets him at the stairs, and shows how happy she is. Then Mario says, "Here is your dinner, Chita." He watches her while she eats her food. Then he asks, "What did you do while I was away?

With whom did you play? Did you have a bath?" Chita just looks at Mario in answer.

One day Mario and Chita were playing happily under a big acacia tree. A classmate said, "Mario, why do you do so much for Chita? You are too good to her."

Mario answered, "Don't you remember our lesson yesterday? Don't you remember what our teacher taught us about kindness to

friends and companions? I always try to do those things. Besides, Mother tells me the same things about kindness. She tells me to be kind to Chita, for Mother, too, likes my pet dog Chita.



A POEM FOR THIS MONTH**The Wonder of the Seed**

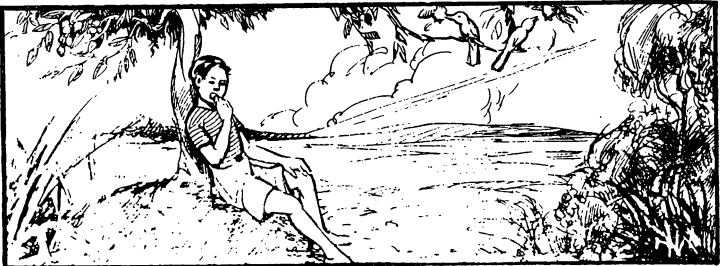
By MRS. JOSEFINA I. DE LA CRUZ



I dug a hole down in the ground,
 And dropped a seed, a little seed;
 I covered it and marked the spot,
 And cleared the place from choking
 weed.

The days went by, the nights went by,
 The rain, the dew, the sunshine fell;
 The little seed still slumbered on:
 Perhaps it dreamed—no one can tell.
 At last, one day, green leaves ap-

peared
 Just where I dropped the little seed.
 A stem with shoots to light was
 reared;
 'Twas beautiful—a joy indeed.
 It grew and grew, it branched each
 way,
 It bore some fruit for birds and me;
 But what I wonder every day
 Is how the seed became a tree.



READING TIME FOR YOUNG FOLKS

How the Crocodile Learned to Hunt

(A Lanao Folk Tale)

By MAXIMO RAMOS *

*"Friend Cat, how do you catch an animal?"*

THE crocodile had just come into the world. He did not know yet how to secure his food. So he approached a dog and said, "My friend, please tell me how you catch an animal for food. I have not caught one for days now. My stomach is very empty."

"Well," replied the dog, "you are a crocodile and I am a dog. I am not sure that you will be able to catch an animal in the same way that I catch it. But I will tell you how I do. You see, I just rush at my prey, and when it

tries to run away, I run after it. When it is tired out, I catch it and eat it—that's all. Easy, isn't it?"

"Thank you, friend Dog," said the crocodile, who went away to try out what he had learned. He stopped at a shallow part of the lake near the bank, and lay in wait for whatever might come along. Soon he saw a man with a big bamboo tube across his shoulder. The man was coming to the lake to get water. "Now is my chance to eat a man," thought the crocodile.

Soon the man reached the water.

(Please turn to page 73.)

* Lanao High School, Dansalan, Lanao.

Be a Lincoln

By ELENA ALBERT *

“I JUST can't get this problem, Mother,” said ten-year-old Mariana. “I think I have done everything all right, but I just can't get the correct answer.”

Mother looked up from her sewing and smiled. “Maybe you don't try hard enough, Mariana.”

“I try hard, Mother,” Mariana replied. “I try ever so hard. But I don't know what happens before it is finished. I think I'll let it go.”

She closed her book, put her things away, and was about to go out to play, when Mother said, “Wait, dear. Don't get so discouraged. Do you know the story of Abraham Lincoln?”

“Oh, yes! Miss Guzman told our class yesterday that he was one of the American presidents. He set the Ne-

gro slaves free. He was president of the United States during the great Civil War in that country. He was killed by a bad man.”

“Very well told,” said Mother. “But that is only a part of the story, Ma-

riana. When Abraham Lincoln was a comparatively young man he wanted to be elected to the state legislature, but he was defeated. Again he wanted to be elected to the United States congress, but he was defeated. He was a candidate for the Senate, but again he lost. Although Lincoln more than once did not suc-

ceed in being elected, he was never discouraged so badly that he gave up. He kept on trying and succeeded. He became one of the greatest men of his time.

“Well, Mother, I think I'll try again,” said Mariana, this time with a



Abraham Lincoln
Born Feb. 12, 1809

* Teacher, P. Gomez Elementary, School, Manila.

(Please turn to page 52.)

A Story about George Washington

By F. D. MAGA

ONE morning, many years ago, the docks at the British West Indian port of Kingston, Jamaica, were piled high with merchandise. Three vessels had arrived that morning from the American colonies. Boxes and barrels were being weighed, opened, and inspected. If their contents were according to specifications, the official stamp was placed on them. Otherwise, they were shoved to one side to be disposed of later.

The newly appointed governor of the island was making a tour of the docks. At length he and his attendants came upon a number of barrels that seemed to be of a sturdier make than the others. An inspector glanced quickly at the markings, and, without hesitation, placed his official stamp on the barrels. The governor was surprised at this apparent dereliction.

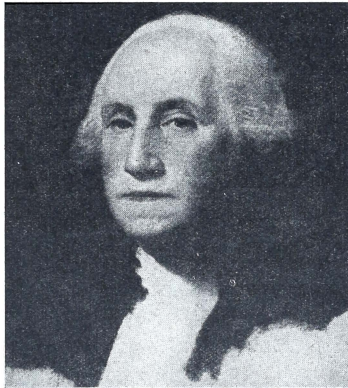
"Look here, inspector," he exclaimed. "You have approved those barrels without making the slightest effort to in-

spect their contents. Why have you passed them by with such scant attention?"

The inspector looked at the governor in surprise. "Your Excellency has not looked at the marks on them," he said.

Examining the tops of the barrels closely, the governor read these words: "George Washington, Mount Vernon."

"Oh, I remember, now," he said. "Yes, in England I was told that the flour manufactured by George Washington at Mount Vernon is of such an unvarying high quality that it always is passed in our West Indian ports with-



*George Washington
Born Feb. 22, 1732*

out inspection."

It is recorded that of the many accomplishments of George Washington, none afforded him greater personal pride than his success as a miller, and the recognition of superior quality everywhere accorded the flour which he ground in his grist mill at Mount Vernon. He was pleased that his name on his flour was the mark of superiority.

Imogene Goes a-Voyaging

By ALICE FRANKLIN BRYANT

(Continued from the January number)

IV. IMOGENE RETURNS TO THE PHILIPPINES

IMOGENE'S visit to the United States was over. She had seen Grand-Daddy and cousins and other relatives, and had even gone to school. But now she was again on a large steamship, returning to the Philippines—she and Mother. Yes, they were really making the return voyage.

The trip home was like the trip to the States except that it was not so cold. "Nice, pleasant weather when one can be out on deck is much better than that cold weather," thought Imogene.

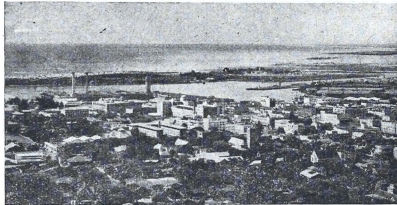
After sailing for quite a while, their boat arrived at Honolulu, where they stopped a day. Imogene liked Honolulu. There were many flowering shrubs and trees, and it was nice and warm. It was very much like the Philippines. And what a lovely tropical city is Honolulu!

Imogene's Mother took her to a pine-

apple cannery. So many pineapples! Piles and piles of them! A man took Imogene and Mother through the cannery, so they could see how pineapples are prepared for shipment to other countries.

First the pineapples were put onto a conveyor belt that carried them along while they were being peeled and sliced

by machinery. Girls wearing rubber gloves took out any imperfect slices to be used in making crushed pineapple, and put the perfect slices into cans.



Honolulu, Hawaiian Islands

Then the cans, on a conveyor belt, travelled through a big cooking tank. When they came out of that, the tops were put on the cans and they were stacked up to cool.

After going through the cannery, Imogene and her Mother had a lovely ride up a valley and onto the top of a high cliff called the Pali. From there they had a fine view of the other side



Hawaiian Pineapple Field

of the island, but the wind was so strong they did not want to stay long.

Many of the visitors from the ship went to see some of the native Hawaiian dances. They were danced under the coconut trees by Hawaiian girls who wore queer looking dresses and had garlands of flowers about their necks.

When they got back to Honolulu they went to the house of a friend who lives at the famous beach at Waikiki. Here Imogene enjoyed going bathing in the sea. And what fun it was to watch the surf riders! People stood on large boards, and let the white-topped waves carry them along. Sometimes a rider could not keep his hold, and down he went into a big wave! It was interesting to watch the surf-riding, but Imogene did not want to try it—it was too risky.

After staying a while at Waikiki, it was time to go back to the

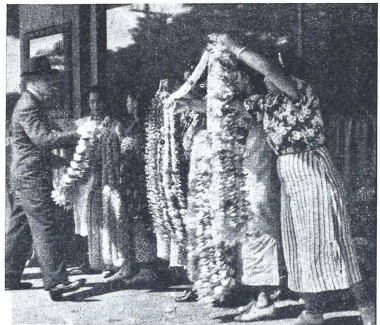
ship. On the way they passed many flower sellers, who had great long strings of flowers called *leis*. Many people at the ship had one or two of these beautiful *leis* around their necks—gifts from friends who had come to see them sail away.

Soon the whistle blew, the gang plank was pulled up, and again Imogene was out on the ocean. After a while they sailed away from the green Hawaiian Islands.

They sailed and sailed. Imogene looked in every direction, and could not see any land anywhere.

They sailed on and on, until at last they again arrived at Japan. They stopped at Kobe, Japan. Then they had another voyage, and arrived at Hongkong. Imogene was glad when they sailed from Hongkong, for the next stop would be at Manila—and she

(Continued on the next page.)



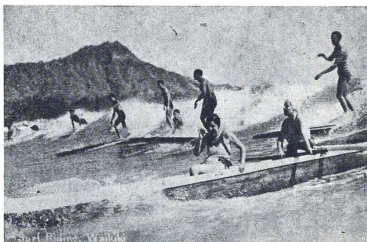
Lei Sellers in Honolulu

would see Daddy.

Finally one morning Imogene woke up to find that the ship was already in Manila Bay. After breakfast they went up on deck. The ship had passed the breakwater, and the big city of Manila lay before them. How close they were getting to that beautiful big pier! Now they were slipping alongside. Imogene and her Mother looked and looked with all their eyes. Yes, there he was, near them on the wharf! Her Daddy! Her Mother shouted, and then her Daddy saw them. How wonderful it was to get back to the Philippines! It was nice to be where there was no more cold weather.

Of course Daddy was surprised when he saw how much Imogene had grown while she was away. And how well she had learned to read in school!

They had a pleasant time in Manila, but Imogene thought it was too noisy to be as nice as her own town in



Surf-Riding at Waikiki

the southern islands. Then, too, in Manila one must always be dodging autos or *calesas* when crossing the streets.

In a few days Imogene, Daddy, and Mother were ready to sail on another boat for the southern islands. Soon they arrived at Cebu, but they did not remain there very long—they wanted to get to their own home.

They left Cebu at night, and the next morning they saw the red roofs of Dumaguete in Oriental Negros. "Now I shall soon see my playmates, Daniela and Talina," said Imogene, "and we can go swimming again, and watch the coconuts go floating down the water. And now I can speak Visayan and be understood!"

At last they arrived at their own home. "Mother," said Imogene, "the nicest thing about a trip is getting back home." And Mother agreed with Imogene.

(The End)



Hawaiian Native Dancers

Maria's Companions

By B. HILL CANOVA

(Continued from the January number)



WHEN Anita had finished reading the two books she brought from Maria's home, *Black Beauty* and *Heidi*, she wanted to return them. One of the neighbors was going to see Maria's father, and Anita asked him to take the books and a letter to Maria. The neighbor was glad to do this for Anita. This is the letter she wrote to Maria.

Dear Maria:

Mr. Gomez is going to your house and is kind enough to take your books to you. Again I want to thank you for loaning them to me.

Mother, Pedro, Lolita, and I read *Black Beauty* together aloud. Pedro told Emilio about it, and Emilio wanted to read the book. I remember—you said that part of the fun in book companions comes in sharing them with friends, so I knew you would be glad for Emilio to read *Black Beauty*. He asked me to thank you for him.

Heidi is a lovely story. The day I finished reading it Lolita happened to

be having a birthday party, so I told the children the story of Heidi and Clara. They were delighted with it.

I want to send you one of my books to read. I think you do not have the *Philippine Twins* by Lucy Fitch Perkins. I believe you will like it. When you have finished reading it, if someone happens along who wants to read it, I'll be glad for you to pass it on.

You might be interested in hearing that I have copied several poems in the book we made while I was with you. Here is one you might like for your own book:

LITTLE THINGS

By Ebenezer Cobham Brewer

Little drops of water,
Little grains of sand
Make a mighty ocean
And a pleasant land.

Thus the little minutes,

(Please turn to page 75.)

Some Important Birthdays and Events of February

Choose five or more in which you are the most interested; then go to the library and read about each one on your list.

- | | |
|--|---|
| <p>Feb. 1: Justice Ignacio Villamor was born, 1863.</p> <p>2: Candlemas, or Ground Hog Day. Nicanor Abelardo, musician, was born, 1863.</p> <p>3: Mendelssohn - Bartholdy, famous composer, was born, 1809.</p> <p>4: Col. Charles Lindbergh, aviator, was born, 1902.</p> <p>5: The first moving picture machine was invented, 1861.</p> <p>6: Pius XI was elected Pope, 1922. Assemblyman Romualdo C. Quimpo was born, 1899.</p> <p>7: Charles Dickens, author, was born, 1812. Assemblyman José Zuñeta was born, 1889.</p> <p>8: The Philippine Constitution was adopted by the Constitutional Convention, 1935. Claro M. Recto, Chairman of the Constitutional Convention, was born, 1890.</p> <p>9: Padre José Burgos was born, 1837.</p> <p>10: A treaty was signed ending the Seven-Years War, and requiring the British to evacuate Manila, 1763.</p> <p>11: Japanese national holiday celebrating the founding of the Japanese Empire, 660 B.C. Thomas A. Edison, inventor, was born, 1847.</p> <p>12: Abraham Lincoln and Charles Darwin, naturalist, were born, 1809.</p> <p>13: Richard Wagner, German composer, died, 1883.</p> <p>14: St. Valentine's Day.</p> | <p>15: Verne E. Miller, Manila businessman, was born, 1877.</p> <p>16: Salvador Lagdameo, government financier, was born, 1881.</p> <p>17: Justice Ricardo Paras, Court of Appeals, was born, 1891.</p> <p>18: Paganini, violin virtuoso and composer, was born, 1784.</p> <p>19: The Philippine Constitution was signed by the delegates to the Constitutional Convention, 1935. Secretary José Abad Santos was born, 1886. Mrs. Aurora Quezon was born, 1888.</p> <p>20: Manuel Quezon passed the bar examination with honors, 1903.</p> <p>21: Hidalgo, famous artist, was born, 1853.</p> <p>22: José Rizal completed <i>Noli Me Tangere</i>, 1887. George Washington was born, 1732.</p> <p>23: Handel, famous composer, was born, 1685. Pedro Siuchi, engineer and architect, was born, 1885.</p> <p>24: Former Chief Justice Mapa was born, 1855.</p> <p>25: American riflemen defeated the British at Vincennes, and so won the West in the American Revolution, 1779.</p> <p>26: Mabini took an oath of allegiance to the United States, 1903.</p> <p>27: Henry Wadworth Longfellow, poet, was born, 1807.</p> <p>28: Antonio Ramos, Treasurer of the Philippines, was born, 1881.</p> <p>29: Justice Teofilo Sison, Court of Appeals, was born, 1880.</p> |
|--|---|



The Young Citizen Pantry



Leaves are good food because they contain substances that help to keep us well, that make the blood red, and that help make strong, hard bones and teeth.

When we cook leaves they should be: (1) *fresh*, not wilted; (2) *young and tender*, not old, big, and tough. If leaves are picked from the plant some time before they are to be cooked, they should be washed and kept in water until time to cook them.

When leaves are young they are tender and easy to eat; when they are old and big they are tough and stringy, or sometimes hot and bitter, and are not pleasant to eat.

The leaves should not be too small or too large. In some places leafy vegetables like pechay are allowed to grow very large; then the plant is pulled up and all but the largest leaves are used. A better way is to pick the leaves every few days and

LEAVES FOR FOOD

use all that are then large enough to eat. When this is done each plant goes on producing leaves for a longer time, but when the plant is allowed to grow until some of the leaves are too large to eat and is then pulled up, some leaves are wasted, and the plant produces no more leaves.

If possible, it is better to pick the leaves from the plant just before they are to be cooked. If one grows them in a garden, this can be done.



Some Leaves Used for Food

The leaves should then be washed and cooked immediately, as soon as they are picked.

When leaves are purchased from the market they should be washed as soon as they are brought home, and put to soak in cold water until time to cook them.

Leaves should be cooked whole. If they need to be cut up, the cutting should be done *after* they are cooked.

The same method is used for cooking different kinds of leaves. First, they are carefully washed clean. Then they are dropped into salted boiling water and boiled until tender. It is necessary that the water be boiling when the leaves are dropped into the kettle, and that it be kept boiling until they are taken out.

The following are some of the leaves which may be cooked: pechay, mustard, beet tops,

(Turn to page 77.)

MUSIC APPRECIATION SECTION**The Symphony Orchestra**

By BERT PAUL OSBON *

(Continued from the January number)

II. THE WOODWIND SECTION

*Contra-
bassoon**Bassoon**Bass
clarinet**Clarinet**English
horn**Oboe**Flute**Piccolo*

IN THE symphony orchestra there are two groups of wind instruments, into each of which the player blows a column of air when playing. One of these groups is the second section of instruments of the orchestra: the woodwind section — sometimes called “the woodwinds.”

Originally all of these wind instruments were made of wood, hence, the name woodwind, but in the modern orchestra a few of them, as the flute and the piccolo, are made of metal. But they are still called woodwind.

In the woodwind section there is a quartet of the most important of these instru-

ments: (1) the flute, (2) the oboe (pronounced o-bo), (3) the clarinet, and (4) the bassoon. Each of these has a companion instrument which is somewhat similar, yet it has enough difference to add additional range and tone color to the woodwind section: (1) with the flute the piccolo (or little flute) is placed; (2) with the oboe there is the English horn which is really an alto oboe; (3) with the clarinet is the bass clarinet; and (4) with the bassoon is the contrabassoon. Thus there are really eight instruments in the woodwind section.

The woodwind section, when played by itself, has a beautiful, characteristic tone color something like a large pipe organ. The players in this section usually sit in the cen-

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

ter of the orchestra with the flutes and piccolo in front; nearby will be the oboes, the English horn, the clarinets, and the bass clarinet, while a little way behind them there are the bassoons and the contrabassoon. All of these instruments, except the flute and the piccolo, contain thin reeds—either one or two—and are frequently called “the reeds.”

A reed is a small piece of bamboo shaved very thin at one end. When this reed is placed in the mouthpiece, the player blows a column of air which causes the reed to vibrate. Thus a tone is produced.

The clarinet and the bass clarinet have one reed each; they are known as the single-reed instruments. The oboe, the English horn, the bassoon, and the contrabassoon have a double reed each.

In a large symphony orchestra, there will be something like the following number of woodwind instruments: 3 flutes, 1 piccolo, 3 oboes, 1 English horn, 3 clarinets, 1 bass clarinet, 3 bassoons, 1 contrabassoon.

The woodwind section gives tone color to the music, but the music must be so written that each woodwind player will have a frequent rest. You will remember that I told you that the players in the string section can play a long time without needing to rest, but this is not true of the players of wind instruments. The strain of blowing air from the lungs and from contracting the muscles of the lips make occasional rest periods necessary.

Sometimes there will be various combinations of woodwind and string instruments, because these instruments blend well. A great many different combinations are possible. A splendid combination of woodwind and string instruments is made by using the flute, the violin, and the cello. Of course there must be an additional instrument to play the accompaniment such as the harp or the piano or the organ.

Some of the woodwind instruments are of very ancient origin. Flutes were used in ancient Greece, and it was considered a necessary part of every Greek boy's education to be able to play the flute. A simple form of oboe was also used in ancient times.

Within the last century many improvements have been made in the mechanism of woodwind instruments. Consequently the tone quality is better, and it is possible to play difficult music with greater ease.

The saxophone is used occasionally in a symphony orchestra, but it is usually not considered as one of the symphonic instruments. Although a saxophone is played by means of a reed, it is not, strictly speaking, a woodwind instrument.

Study the picture on page 60. Memorize the names of the woodwind instruments. Notice the appearance of each. If you can hear any of these instruments played alone listen to the tone color of the instrument which you hear. In a later article, I will tell you about each instrument.

(To be continued)

MUSIC FOR MARCHING

Hungarian March

H. KOWALSKI

Moderato

The image displays a musical score for a piano accompaniment of a march. It consists of four systems of music, each with a grand staff (treble and bass clefs). The first system begins with a treble clef, a key signature of one flat (B-flat), and a 3/8 time signature. The tempo is marked 'Moderato' and the dynamic is 'mf'. The music features a rhythmic melody in the right hand and a steady accompaniment in the left hand. The second system continues the melody with various ornaments and slurs. The third system shows a change in dynamics to 'mf' and includes a fermata over a measure. The fourth system concludes the piece with a final cadence. The score is written in a clear, black-and-white style typical of early 20th-century sheet music.

The image displays a piano accompaniment score for the piece "The Young Citizen". The score is written in a key signature of two flats (B-flat and E-flat) and a 2/4 time signature. It consists of five systems of music, each with a treble and bass staff joined by a brace. The first system shows a melodic line in the treble and a harmonic accompaniment in the bass. The second system includes a dynamic marking of *f* (forte) and a *Fine* marking above the treble staff. The third system continues the melodic and harmonic development. The fourth system features a *ff* (fortissimo) dynamic marking. The fifth system is a repeat section, indicated by first and second endings (labeled 1 and 2) above the treble staff. The piece concludes with the instruction *D.S. al Fine* (Da Capo al Fine) written in a cursive hand at the bottom right.

ELEMENTARY SCIENCE SECTION

The World's Famous Waterfall

IN THE mountains of the Philippines are some beautiful waterfalls. Some of these, especially the falls at Pagsanjan, Laguna, are well known. There are also beautiful waterfalls in Japan, the well-known waterfall in Africa known as Victoria Falls, and others in various countries.

But probably the most famous waterfall in the world is Niagara Falls in the United States. It is on the Niagara River which flows between the state of New York and the province of Ontario, Canada.

This well known waterfall is about 165 feet high. It is said that more than 100,000,000 cubic feet of water passes over the falls in an hour. The rush of the river is such that the water is shot 120 feet out from the cliff. The water is gradually wearing away the rock, so that the waterfall is moving slowly backward at the rate of five feet a year.

Below the falls the river rushes with great speed down the sloping bottom of a narrow chasm for a distance of seven miles. About three miles below the falls a sudden turn in the channel causes the water to whirl in a vast circular basin before continuing its journey down the river. Logs and other floating material sometimes continue whirling there for many days.

On each side of the falls in a beautiful public park. The park on the American side is maintained by the state of New York, and the one on the Canadian side is maintained

by the Canadian government.

At night colored lights—red, green, blue, and other colors—are thrown on the glistening white falls. The ever changing colors of the falls and the mist make one of the most beautiful sights in the world.

It is said that in ancient times the American Indian tribe living near the falls offered in sacrifice a beautiful Indian girl, who was placed in a decorated canoe set afloat in the river above the falls. When the canoe went over the great cataract, she was dashed to pieces on the rocks below, as a sacrifice to the Indian gods.

On page 65 will be found a number of views of different places at Niagara Falls, made from actual photographs. Beginning at the left there is a photograph showing a general view of Niagara. Below this is a part of the falls known as Horseshoe Falls because it is shaped like a horseshoe. Below it is another view of the same falls as seen from Canada. In the lower left corner is a picture of the whirlpool rapids already referred to. In the upper right corner is a picture of the river above the falls. Below it is a view of another part of the falls on the American side. Below that is a part of the falls known as the Rock of Ages. The tourist, dressed in a rubber suit of clothing, may go *behind* a part of the falls by walking along the narrow bridge shown in the picture. In the picture in the lower right corner may be seen the great whirlpool to



which reference has been made.

The tourist who visits the eastern part of the United States should not miss a trip to Niagara Falls, the world's most famous

waterfall. This is a very beautiful place to visit at any time of the year, and thousands of tourists from all parts of the world go there annually.

The Oldest Living Thing in the World



Compare the size of the house and the trees.

WITHOUT doubt, the oldest living thing in the world is a tree. In California there is a great sequoia tree named the General Sherman, the age of which is "estimated to be about 3,500 years, and it may live for 5,000 years if not destroyed by accident or disastrous climate changes," according to Mr. E. T. Karganilla of the Philippine Bureau of Science.

The dimensions of this tree are given as follows: diameter at the base, 37.3 feet; diameter 100 feet above the ground, 18.7 feet; height, 273.9 feet. Its circumference at the ground is 88 feet. It has a volume of 50,000 board feet, enough material to build 500 five-room houses. To transport its trunk, a train of 30 cars would be needed.

Another great tree in California is called the General Grant. This forest

giant is 33 feet in diameter, but is 5 feet shorter than the General Sherman; it has a volume of 45,000 board feet.

In the Yosemite National Park, California, the Grizzly Giant of Mariposa Grove measures 30 feet in diameter at the base, and 204 feet in height. It is estimated to be about 3,800 years old. An automobile road has been constructed through the base of this tree.

There is a cypress tree 250 miles south of the City of Mexico which has a diameter of 50 feet at its base. An authority estimates the age of this tree as 7,000 years, and says it is "the oldest living wonder of nature." If this estimated age is correct, this was a living tree when the ancient civilizations of the Hebrews, the Phoenicians, the Egyptians, and other races existed.



Compare the size of the auto and the trees.

HEALTH AND SAFETY SECTION**Sweet Berries**

By QUIRICO A. CRUZ *

TWO schoolboys, Benito and Alfonso, were leisurely trudging along the road to school. They lived in a barrio, and the school was far from their homes.

"Let us walk faster. We might be late," said Benito.

"It is still early. We don't need to hurry. There is plenty of time yet," replied Alfonso. "Look!" he added pointing to some red berries that grew on a large vine climbing on a tree along the roadside. "Those are berries. They are ripe and must be very nice to eat."

"No, they are not good to eat," said Benito. "Father told me that that kind of fruit should not be eaten."

"I have eaten berries like those before. Let us try some," insisted Alfonso.

"We'd better not. Are you sure they are good to eat?"

"I'm sure they are. I'll show you that they are," said Alfonso, as he picked some of the ripe berries. He tasted one. It was

sweet. He tasted another.

"See? Try some. They are sweet."

"No, thank you. I'll try some next time."

Alfonso continued eating the berries. After a while they went on. They reached school just on time. When the morning exercises were finished, Alfonso began to feel uneasy. He began to have a pain in his stomach.



It is not safe to eat unknown fruits.

"What is the matter?" asked the teacher.

"My stomach," said Alfonso. "It hurts me."

"What did you eat for your breakfast?"

"He ate some berries on the way to school," said Benito. "The

berries must be the cause of his stomach trouble."

"Did you? Really?" asked Mr. Santos.

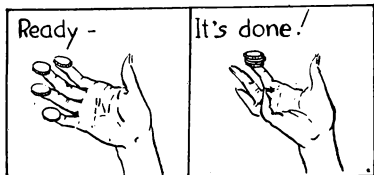
"Yes, sir," Alfonso replied.

By this time Alfonso was feeling worse. Drops of perspiration gathered over his face and body. Mr. Santos took him to the school clinic. Fortunately the school doctor was in. The doctor examined him and found he

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

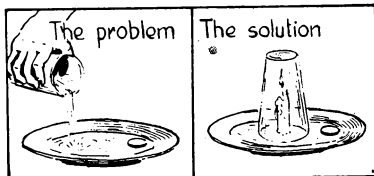
WORK AND PLAY SECTION**Try to Do These**

By ALICE CROWELL HOFFMAN



I. Hold your right hand palm upward. Place a coin on the tip of each finger. Without using your thumb or your left hand try to work all the coins in a pile on the tip of your first finger.

II. Lay a coin on a flat plate near its edge. Pour in enough water barely to cover the coin. The problem is to remove the coin with one finger without getting the finger wet. The solution is to set a small candle upright in the center of the plate. Light the candle and cover it with a tumbler. When the edge of the tumbler is under water, the pressure of the air will force the water into the glass, thus leaving the coin high and dry, ready to be picked up.

**Famous Filipinos**

By DONATO SADSAD * .

On the line at the end of each paragraph write the name of the historical character to whom reference is made.

1. This famous man is the greatest of our heroes. He was a doctor, a linguist a writer, a patriot. He died for his country. What is his name? _____

2. What famous soldier of the Philippines with a few men bravely defended the pass which led to the camp of General Aguinaldo at Palanan, and is known as "the hero of Tirad Pass"? _____

3. What Philippine patriot is called "the brains of the revolution" because he greatly aided General Aguinaldo with his advice? _____

4. What man—probably the greatest of our Filipino generals—loved his country so well that when dying he said, "Wrap me in the Philippine flag and bury me in Philippine soil"? _____

5. Who was one of the greatest printers of the Philippines? _____

6. What noted jurist was the first Filipino lawyer to be appointed a justice of the Supreme Court of the Philippines? _____

7. What Filipino, whose greatest work is called *The Spolarium*, advertised our country abroad by his drawing and paintings? _____

(Answers on page 77)

* Teacher, Camiling, Tarlac.

Parts of Your Body

By FAUSTINO DOMINE *

What part (or parts) of your body is:

1. The name of things used in building a house? (Write the answer in the blank.)

2. The name of the ripened fruits of a cereal secured hundreds of years ago from the American Indians and grown extensively in the Philippines? _____

3. A word which sounds like a pronoun which you often use? _____

4. The name of a part of a tree? _____

5. The name of the leader of a group?

6. A word which tells how cats drink?

7. The name of a length of twelve inches?

8. A name which sounds like the name of a swift-running rodent with long ears?

9. The name of a growth on one's foot caused by ill-fitting shoes? _____

10. The name of weapons of offense and defense? _____

11. A name which sounds the same as the name of a male deer? _____

12. A name which sounds the same as the name of a painter's tablet on which to mix paints? _____

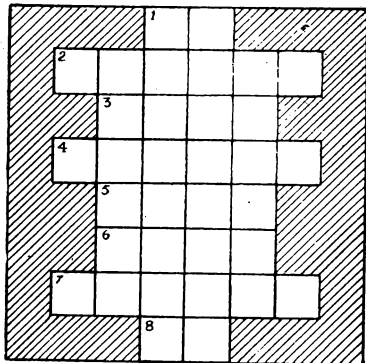
13. A name which sounds the same as an adjective which describes a conceited person? _____

14. The name of a weapon used for whipping an offender in some states or coun-

* Principal, Pototan Academy, Pototan, Iloilo.

Geography Cross-Word Puzzle

By ELISEO L. CARBONELL *



HORIZONTALS:

1. A valley in Italy.
2. The chief commercial center in the Philippines.
3. A chartered city in the Visayan islands.
4. The summer capital of the Philippines.
5. A city in Japan.
6. A famous city in Italy.
7. A large country of South America.
8. A river of northern Asia.

(Answers on page 73)

* Principal, Calumbaga Elementary School, Baung, La Union.

tries? _____

15. The name of something which many persons chew? _____

(Answers on page 77.)

THE SLEEP FAIRY

Andantino

James T. Quarles

p

1. The Sleep Fai - ry's com - ing from Rock - a - by Land, A
 2. She starts on her jour - ney at set of the sun; When

p e legato

with Pedal

pp

bis - ket of beau - ti - ful dreams in her hand, And
 stars are first peep - ing, her work is be - gun; The

pp

mf

soon by a lit - tle child's bed she will stand. She
 moon will be up by the time she is done, For

mf

peeks in the win - dows all o - ver the town To
all of the chil - dren who live on our street The

find a small child in a snow - y white gown, And she'll
Sleep Fai - ry soon - er or lat - er will greet With a

leave a sweet dream on his pil - low of down.
lul - la - by, hush - a - by, rock - a - by sweet.

How to Study Your Lessons

By JULIANA C. SADSAD *

OFTEN pupils attend their classes without preparing their lessons. The reason for this unpreparedness is not due to the lack of time and too much assigned work, but is due principally to their not knowing how to study their lessons properly.

The following suggestions will help earnest pupils prepare and accomplish their work every day.

Suggestions to Pupils

1. Have a place for everything and everything and in its place. Let us suppose that you have just come from school in the evening. After having eaten your meal and rested a short time, you begin to study your lessons: If your books are not in their proper place, if your note books are not in their place, and if other needed materials can not soon be found, you get angry and start scolding. You are wasting your time which should be used to prepare your lessons.

2. Don't have the "afterwards habit." Thinking that you have still enough time, you say, "I will do it afterwards." This is a bad habit pupils should avoid. Remember that time is gold, and lost time is never found again. Learn to use time wisely. Because of the "mañana habit," your work is hurriedly

done if it is done at all. You do it just when you are about to start for school. Sometimes you do it when you are in your classroom studying your other subjects. Can you expect to have well prepared work and a successful recitation?

3. Have a schedule or study program for your study at your home. You must learn how to divide your time, since you have many subjects to study. Begin to study your most difficult subjects first. Be sure that all subjects will be given time for study. Never lay aside those which you think are not important. Minor subjects are sometimes the hardest. The following is a rough program for you as a guide.

5:00-6:00—Supper and recreation.

6:00-6:10—Newspaper or magazine reading.

6:10-6:30—Arithmetic.

6:30-6:50—Language.

6:50-7:00—Rest and play.

7:00-7:40—History and Social Science.

7:40-8:00—Reading.

8:00-5:00—Sleep.

5:00-6:00—Review.

6:00-6:30—Bath, dressing, and breakfast.

6:30-7:00—Going to school.

7:00-7:30—Review of the subjects to be recited.

4. Remember to have a rest period during your study time. To force yourself to

study when you are tired or when you have mental fatigue is not good. Have a good mental attitude toward your lessons. Otherwise you will not get much out of the lessons. Center your thoughts on your lessons.

5. Observe the rules for study which you follow at school. Make believe that your teacher is at your side while you are studying your lessons at home. By doing this, you are helping yourself develop the habit of self study.

6. Always have a review of your lessons before you start for school. The review is very important. Wise men always review their work many times. How much more is it necessary for you to do so?

7. Make notes if you think they are of importance to you. Note taking is valuable. Recite your lessons in your own words and not those of the text book.

8. When you study have a quiet place in a room by yourself. It is impossible for you to keep your mind on your work if you are trying to study in a room in which there are several other persons talking to each other. You will naturally listen to some of the things which they say, and thus your mind will be taken from your work.

(Turn to page 77.)

* Camiling Elementary School, Camiling, Tarlac.

HOW THE CROCODILE LEARNED TO HUNT

(Continued from page 51)

The crocodile rushed at him. But he made so much noise in doing so that the man heard him, and of course he ran away, as any wise man would. He did not want to be eaten. The crocodile followed him as fast as he could. But the man threw away his bamboo tube and ran very, very fast. As he ran, he kept shouting for help, so that before he reached the village, he had attracted many people with his loud cries of "Help! Help!" The people rushed at the crocodile with great clubs and began to strike him. They struck him so hard that he ran back into the lake, but not before he had received a very severe beating. Instead of catching a man, he himself was almost captured.

For some days after this, the crocodile did not go out of his cave. The poor creature had no mother to give him anything to eat while he was getting well from his beating. So he recovered

very slowly from the injuries which he had received. He was very angry at the dog for his bad advice. He resolved that he would include dogs among the animals that he and his children and his children's children would eat.

When he became better, he went out once more to hunt for food. He tried to catch the animals that came his way, but he could not capture any of them. So he said to a cat whom he saw drinking at the edge of the lake, "Friend Cat, please tell me how you catch an animal for food."

The cat answered, "Just sit in a hidden place and wait there quietly for an animal to come along. Do not move until the animal is within easy reach. When he is near enough, jump at him and you will get him."

The crocodile thanked the cat and went way to hunt for food. He hid himself in a shallow part of the water near the shore where water plants grew. He lay in wait there without moving, and before long he saw a wild pig coming down to the water for a drink. He felt hungrier than ever when he saw the fat pig. He wanted to rush at him at once. He was so still that the pig did not see nor hear him, and even went into the water near the crocodile's hiding place, for it was noon and the day was warm. While the pig was enjoying his bath, the crocodile rushed upon him, knocked him down with his strong tail, and caught him with his

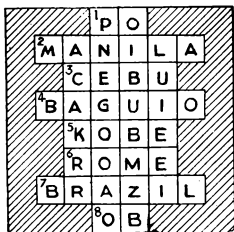
great jaws. He had a fine meal that day.

The crocodile went to the cat and thanked her for her good advice. "I will always remember what you told me, friend Cat," said the crocodile. "You have taught me how to hunt and catch animals. If it had not been for you, I would surely have starved to death, for I was unable to catch any animal for my food until I learned the trick from you. Now I shall always have plenty of food, thanks to your teaching, friend Cat. And as long as crocodiles live, they will never harm a cat."

So even today the crocodile uses the same method of securing his food. He hides himself among the water plants and waits for some animal to come near him. Sometimes, when there is no hiding place for him in the water, he floats down the river, pretending to be a piece of wood, or a log, so that his prey will not easily notice him. Then, when he is near enough, he springs upon the animal and catches him. Sometimes he knocks him over with his powerful tail.

To show his hatred for the dog who gave him bad advice, the crocodile still eats dogs whenever he can catch them. On the other hand, the crocodile does not harm a cat. At least that is the belief. He is still grateful to the animal who taught him how to secure his food.—Adapted by permission from *Lanao Progress*.

CROSS-WORD PUZZLE



A Page of Poems

MORNING PRAYER

FATHER, hear our morning prayer:

This day keep us in Thy Care;

All we do and all we say,

May they be our best today!

MERCY TOWARD ALL

TEACH me to feel another's woe,

To hide the fault I see;

The mercy I to others show

That mercy to show to me.

THINGS WHICH I LIKE

I LIKE to dance,

I like to play,

I like to go to school

each day;

I like to read,

I like to sing,

I like most ev'ry

thing.



WISDOM

By SOLEDAD SOLOMON

OUR time and our
talent

We hold from above.

May each hour

Leave us richer

In wisdom and love.

OUR FLAG

SING a song about our flag,

See the colors waving high;

All salute, all salute,

When the flag passes by.

THE WATCHING STARS

ALL the night, when I am sleeping,

While the silent hours go by,

Little stars their watch are keeping

Far above me in the sky.

MARIA'S COMPANIONS

(Continued from page 77)

Humble though they be,
Make the mighty ages
Of eternity.

Pedro and Lolita each want a loose leaf book for pressed flowers. This afternoon I am going to help Lolita with hers, and tomorrow I'll help Pedro.

This vacation got started off so well for me that I think it is going to be best one I have ever had. Can't you come into town and spend a while with me? We would like so much to have you.

Your friend,
Anita

If you have been reading *The Young Citizen* during the past year you will remember that we introduced Maria in January, 1938. Each month throughout the year we have told you something about Maria's companions. These companions are the characters in her books. She is so well acquainted with her books that the people in them seem like real persons to her.

The first of her companions to be introduced to you were Kit and Kat in *The Dutch Twins* by Lucy Fitch Perkins. Next came the four girls, Meg, Jo, Beth, and Amy in *Little Women* by Louisa M. Alcott. You read about the birds in the *Album of Philippine Birds* by Dr. Canuto S. Manuel. Then there were the poems, and you learned to make a binding for a loose leaf book in which to copy your favorite poems.

Among Maria's companions are plants. She told

you how she used the book *Philippine Plant Life* by John W. Ritchie and Julia P. Echarvarria. And you remember Bobby and Sister Sue in *Shoes and Ships and Sealing Wax* by Ethel Clere Chamberlin. How would you like a horse like Black Beauty as he was described in *Black Beauty* by Anna Sewell?

Perhaps one of Maria's most interesting companions is Heidi, the Swiss child of the Alps. Anita told the story of Heidi and Clara after reading *Heidi* by Johanna Spyri. Just now you heard of *The Philippine Twins* by Lucy Fitch Perkins, the same author who wrote *The Dutch Twins*. We hope that we have made these books seem interesting, and that you will want to read each of them.

Now we shall give you a list that may help in selecting books for yourself and for your friends. Perhaps you, like Maria, can find real companionship in your reading.

There are many, many good books for girls and boys—hundreds of them, but we can give you the titles of only a few. Here they are:

Paz and Pablo by Mitchell.
Philippine Folklore Stories by Miller.

Little Wooden Doll by Bianco.

Peter Pan by Barrie.

Juan and Juanita.

Pinocchio by Collodi.

Jack O' Health and Peg O' Joy.

Child's Garden of Verses by Robert Louis Stevenson.

Story a Day Book by Holt.

Jack and Susan Stories by Darby.

Climbing Twins by Clark.

In Animal Land by LaRue.

Nixie Bunny in Far-away Land.

Fil and Filippa by Thompson.

Adventures of Sonny Bear by Fox.

Favorite Mother Goose Rhymes.

Grimm's Fairy Tales by Grimm Brothers.

Hans Brinker by Dodge.

The Hiawatha Alphabet by Holbrook.

Kipling's Boy Stories by Kipling.

Little Brother to the Scouts by Watson.

The Little Lame Prince by Craik.

Kittens and Cats.

Robinson Crusoe by Defoe.

Swiss Family Robinson by Wyss.

Treasure Island by Stevenson.

Dolly and Molly on Christmas Day by Gordon.

Mother Cary by Lamont.

Tommy Tad and Polly Wog by Trick.

Tiny Cottontail by Hinkle.

Little Men by Alcott.

When I Was a Girl in Mexico.

Piang, the Moro Jungle Boy.

Philippine Insect Stories by Buñag and Belting.

Our Wide, Wide World by Craig and Baldwin.

Now we have ended our story about Maria's companions. You have the list. Make them *your* companions.

(The End)

THE FUNNY PAGE

THE ANIMAL TOURISTS VISIT AN IGUANA

THE ANIMAL TOURISTS ARE IN THEIR AIRPLANE GOING ON THEIR TRIP AROUND THE WORLD, AND ARE NOW FLYING OVER THE TROPICS. SUDDENLY THE SHARP EYE OF REDDY FOX SEES AN IGUANA FAR BELOW, SO THEY DECIDE ON MAKING HIM A FRIENDLY CALL.



THERE'S AN IGUANA DOWN THERE. WE MUST MEET HIM.

YES, INDEED, PERHAPS HE WILL GIVE US A CHICKEN DINNER.

1

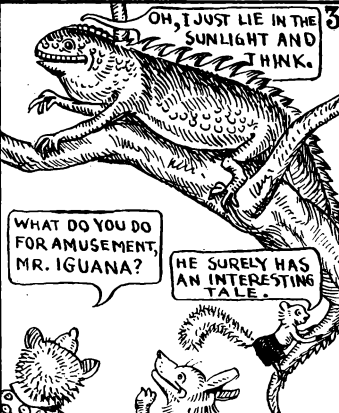
HI! THERE! YOU MUST BE THE ANIMAL TOURISTS WHICH I HAVE BEEN HEARING ABOUT.



WE SAW YOU DOWN HERE FROM OUR AIRPLANE AND DROPPED DOWN FOR A HURRIED GOOD WILL CALL.

I WOULDN'T ASK HIM ANY QUESTIONS. HE LOOKS TOO STUPID.

OH, I JUST LIE IN THE SUNLIGHT AND THINK.



WHAT DO YOU DO FOR AMUSEMENT, MR. IGUANA?

HE SURELY HAS AN INTERESTING TALE.

3

ALTHOUGH ALMOST ALWAYS WE FIND IT TOO MUCH WORK TO EVEN THINK.



YOU CERTAINLY LEAD AN EXCITING LIFE.

YOUNG CITIZEN PANTRY

(Continued from page 59)

turnip tops, spinach, cabbage, and camote. (See the illustration on page 59.)

The reason one should not cut the leaves into pieces before cooking, is that if they are cut into small pieces, they are exposed to the air and there is greater destruction of the vitamins while cooking. More minerals dissolve in the water also. If leaves are used for food before they get large and tough, there is no reason for cutting them into small pieces before cooking.

The exact time required for cooking leaves depends, of course, upon the age and toughness of the leaves. Very young, tender leaves may be cooked in eight or ten minutes. Use just enough water so that when the leaves are done there will be only enough to moisten them. When such water is used, food materials dissolve out of the leaves into the water, and so are lost.

A very small amount of fat may be added to the leaves when they are put on to cook. The purpose of the fat is to absorb the fine flavor. Fat absorbs flavors.

After the leaves are cooked done they may be served whole. It is not necessary to chop them into small pieces.

Leaves are more delicious if served hot. Therefore, when preparing them, they should be put on to cook in time for them to be ready just before the meal is to be served.

Leaves may be served as a separate vegetable dish.

Some persons like them better with a few drops of lemon juice squeezed over them, or vinegar. This should, of course, be done by the individual eating rather than by someone in the kitchen.

Leaves may be cooked and served with other food such as meat. If the meat is to cook 45 minutes, the leaves should be added only 10, 15, or 20 minutes before the meat is done. They should not cook the whole 45 minutes.

Lettuce is one of the leafy vegetables. It is one of the best of these foods. It is so tender and delicate that it may be eaten raw when we are sure it has grown on ground which is not contaminated with disease germs that come from filth. When we are not sure that the lettuce is safe to eat raw, it should be cooked a few minutes.

Lettuce leaves are very tender and delicate if they are the right age and size, so they should be cooked only a short time. A good way to cook lettuce is to wilt it.

Lettuce is commonly served raw as a salad, or a part of a mixed salad dish. The crisp leaves appeal to the eye and to the palate. It is probably more desirable to serve lettuce raw, since then no nutrients (food substances) are lost; but in case there is any doubt as to whether it can safely be eaten raw, it may be wilted.

Lettuce is a valuable food. It is appetizing. It is nutritious because it is a good source of vitamins.

HOW TO STUDY YOUR LESSONS

(Continued from page 72)

9. Always have a good light when you are studying. A poor study light is a handicap; therefore study with proper lighting conditions.

10. And most important of all: master *everything* in your lessons. If you need help, go to your teacher. But get *everything*—one hundred per cent—and you will be a strong pupil.

SWEET BERRIES

(Continued from page 67)

was suffering from the slightly poisonous wild berries. Treatment was administered, but it took a couple of days before he became well.

"I'll surely never do anything like that again," said Alfonso. "I have learned that it is not safe to eat unknown fruits."

FAMOUS FILIPINOS

(Answers to questions)

1. José Rizal 2. Gregorio del Pilar 3. Apolinario Mabini 4. Antonio Luna 5. Tomas Pinpin 6. Cayetano Arellano 7. Juan Luna.

PARTS OF YOUR BODY

(Answers to questions)

1. nails 2. ears 3. eye (I) 4. trunk 5. head 6. lap 7. foot 8. hair (hare) 9. corn 10. arms 11. heart (hart) 12. palate (palette) 13. vein (vain) 14. lash 15. gum

The **MESSAGE** *this* **MONTH****THE HAPPY CHILD!**

Children like to be happy!

Fathers and mothers like their children to be happy!

Everybody likes children to be happy!

So fathers, mothers, teachers—everybody—tries to make children happy.

How?

Well, sometimes father and mother let their child just do as he pleases. They give him everything he wants. And the child does as he pleases. If he does not like to go school, he stays at home. If he does not like the food, he makes his father or mother give him some other food. If he wants some candy, he must have candy, or else he cries or he does not want to do anything for father or mother.

Do you think this child is happy? I do not think he is. He only makes his father and mother very unhappy. And certainly a child should not make his parents unhappy. He should make them happy, especially when his parents are getting old.

Now! Who is the happy child?

Well, read again what you have already read above and you will see the unhappy child. Would you like to be just like him? Of course, you do not want that. Then try to do just the opposite things and I am sure you will be the happy child.

The happy child, then, is the one who loves his parents. And because he loves them he does not want to do anything that makes them unhappy.

—DR. I. PANLASIGUI



How I Made My Shop Project

Prize Composition

By REMIGIO TANCHINGCO
(12 years old)

After I had decided upon the project which I would make in the school shop, I made a project plan which was approved by my teacher.

I bought a piece of wood for four centavos. I planed the wood so that it was very smooth. When the wood was ready for sawing, I placed the pattern on it. Then I sawed the wood according to the pattern. It did not take long to finish the sawing.

In order to make the sides smooth, I used a file. Then I sandpapered it so as to make it smoother yet. After that I sandpapered it a second time, and then my project was ready for assembling.

The assembling was not difficult. I nailed it together with small nails; I used a light weight hammer.

After I had finished my project, I inspected it carefully. Then I asked my teacher to examine it. He looked it over carefully, and said it was all right. I had made a neat looking and useful cigarette stand.

Raising Vegetables in My Garden

Prize Composition

By SIRINIO QUENIAÑO
(12 years old)

First, I planted seeds in the seed boxes. After planting the seeds, I watered the soil, and loosely covered the boxes with a little dry grass.

In a few days the seeds began to grow. After a while the young plants were ready for transplanting in the garden plots.

Late in the afternoon I set out the seedlings, and watered each one after it was set out. The following morning I went to my garden very early. I covered the tender plants so they would not be burned by the sun. In the evening I took the covers off, and watered my plants. I did this for five days. Then I removed the covers and laid them aside.

Each afternoon I cultivated and watered my plants. I pulled up any weeds that appeared, and I cleaned and swept the paths.

By and by the fruits and vegetables in my garden were ready to be harvested. I gathered them, and took them to the market, where I sold them.

Selected Compositions

My Experience as a Baker

In April, during the school vacation, I had a chance to work in my uncle's bakery.

My uncle's bakery was one of the most popular in that town, so we had to work all day and even late at night. I had never been a baker before, so the other workers had to teach me. They watched me carefully to see that I did not make any mistakes.

I worked in this bakery during my entire vacation.
—*Silverino P. Villa (14 years old)*.

My Vacation Trip

The news came to us that the volcano in Albay was about to have an eruption, so some of us started for the place.

At ten o'clock in the evening we reached the former town of Daraga. We found a place to stay, and remained for two days near the volcano.

We took many kodak pictures of the volcano and places nearby.

After two days, we returned home. I enjoyed my vacation trip very much.—*Juan Ramos (13 years old)*.

CHATS with the EDITOR

First, a chat with our teachers in the Philippines—that group of men and women who are moulding the future citizens of the nation:

We are making a sincere effort to provide for you, fellow teachers, a valuable aid by means of *The Young Citizen*. Your editor was for years a teacher and a supervisor both in the Philippines and the United States, and consequently realizes the splendid help which teachers can secure from the pages of *The Young Citizen*.

The purpose of our magazine is to provide entertaining and educational reading matter, games, devices, *et cetera* which will encourage boys and girls to read and enjoy reading, and to do things which will help to make them alert and active. We believe that this purpose will be found very helpful to teachers in their work.

The Bureau of Education has approved *The Young Citizen* not only for the upper grades (4th, 5th, 6th, and 7th) of the Elementary Schools, but the approval of the Bureau includes primary grades (2nd and 3rd) in which grades pupils are able to read easy material.

Primary teachers will find in our magazine ample material for grades one, two, and three, which material, we

are confident, pupils will be able to read and enjoy. These articles, prepared by experts actually at work in the field, are selected, graded, and edited with extreme care.

From experience we know that there are many teachers of ability in the public schools of the Philippines—principals and assistant principals of high schools and elementary schools, primary teachers, intermediate teachers, high school teachers, teachers of special subjects such as domestic science, gardening, woodworking, health education, music, and so forth. The list of capable teachers in the Islands is no doubt a lengthy one.

Many such instructors—outstanding in their particular fields of education—are quite able to write interesting and worthwhile articles for publication in *The Young Citizen*. And not only will such articles bring pecuniary reward to those who write them, but they will be a great help to other teachers.

We receive numerous articles of merit for publication in *The Young Citizen*, and a number of teachers are adding at least something to their income by writing for us interesting stories and articles in elementary science, good citizenship, health education, and primary educa-

tion. But we know there are many outstanding teachers who have, as yet, not sent us any articles for publication. Let us hear from these teachers.

We would like to buy many more articles for *The Young Citizen*. Why don't you try your hand at writing something for our magazine? You may be able to write an article which is very acceptable to us. By placing a contribution in *The Young Citizen*, you will be sending it to all parts of the Philippines, so that your fellow teachers, as well as the boys and girls of other schools, may enjoy and profit by your efforts.

Of course, we gladly pay teachers and others for articles which we can use. Read our advertisement on the front inside cover of this number of *The Young Citizen*. Then prepare and send us something worthwhile in your particular field of teaching.

And now, a moment's chat with the boys and girls:

We wish to hear from you, too, with good compositions for *The What-Are-You-Doing? Club*. We receive many such articles from boys and girls, but we would like to receive many more.

Don't forget that each month we give two prizes for the two best compositions.—*The Editor*.

A NEW CLUB FOR BOYS AND GIRLS

The What-Are-You-Doing? Club

The Editor of *The Young Citizen* has organized a new club. Any boy or girl who reads *The Young Citizen* may become a member of this club, even though not a subscriber.

The only requirement for becoming a member is to write us about some interesting thing you have done or are doing. Perhaps you are collecting postage stamps, or learning to make your own dress, or perhaps you cultivate a vegetable garden or a flower garden, or have made a collection of butterflies or shells, or have visited a volcano, or have done something else of interest.

Write us about it in a composition of 300 words or less.

**Each of the Writers of the Two Best Compositions
Will Receive a Prize.**

The prizes: An Ink-D-Cator Fountain Pen
and an Interesting Book.

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

Send a drawing or a photograph with your composition if you can do so, but this is not required. In your letter state what you liked best in *The Young Citizen* for this month.

On your composition write your name and address VERY PLAINLY, state your age, and tell what grade you are in at school.

At the end of each month the prize compositions and the selected compositions for publication will be chosen from those sent during the month. Send yours as early as possible.

Become a Member of the New Club for Boys and Girls.

The What-Are-You-Doing? Club

Address all letters to

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



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Write for Information and List of Premiums.

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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 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)

