

THE YOUNG CITIZEN

THE MAGAZINE FOR YOUNG PEOPLE

NOVEMBER, 1939

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Announcement to All Writers:

We Will Pay You

for writing articles of merit for publication in
THE YOUNG CITIZEN.

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

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First, Second, and Third Grade Pupils.

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

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

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

Address all communications to:

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

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Editorial Director: *José E. Romero*; Managing Editor: *Bert Paul Osborn*; Contributing Editors: *Dr. I. Panlasingui* and *Quirico A. Cruz*; Staff Artist: *Pedro Paguta*; Business Manager: *Emiliana Garcia Rosales*.

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THE MAGAZINE FOR YOUNG PEOPLE



by - Dr. Panlasingui &

THE MESSAGE THIS MONTH

BOOKS

Do you like books?

Of course, you do. Every school child should like books. A school child who does not like books is not really a school child.

Why?

Because books to a school child are like wheels to a car. It is the wheels that make it possible for a car to go. A car without wheels is not really a car. Books are necessary to a school child in the same manner as wheels are necessary to a car.

Books help the child learn his daily lessons.

Books help the child to know many things about trees, animals, birds, flowers, insects; about other countries and other peoples; and about many other things.

Books are good companions to children; and for that matter, to everybody. Books talk; they keep you busy; they make you laugh; they make you happy; they make you enjoy every minute you spend with them.

Books are the food that give rich nourishment to the growing minds of the children. A child who eats plenty of nourishing food like meat, eggs, milk, fruits, and the like grows strong and healthy. He becomes taller and stronger than the child who does not eat nourishing food. A child who likes and reads good books makes his mind grow fast and strong.

Books build school children into very good, strong, desirable citizens. Therefore, books are good companions for every child.

Now try this:

Read a book fifteen minutes every day from now on.

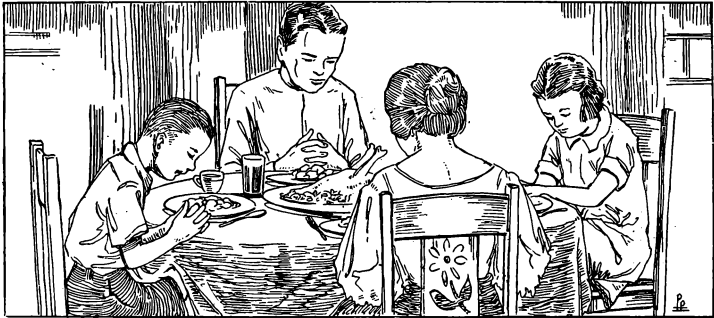
Why? Well, you will know the reason later on.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH

GIVE THANKS

By M. LUCILLE FORD



GIVE thanks, good people of the
land,
For life and all we hold so dear:
For health and strength, for shel-
ter, food,
And peace and hope and cheer.
And as you offer thanks, then
pray
For eyes to see the pure and
good,
Hearts to love and strength to
serve—
The spirit of true gratitude.

Hearts that love the pure and
noble
Show their thankfulness each
day;
Lips that speak the truth in
kindness
Gratitude in all things say;
Hands that help to seek another
Prove their thanks in daily liv-
ing;
Lives that lift and cheer and
comfort
Are the only true thanksgiving.

**WHAT ARE YOU
THANKFUL FOR TODAY?**

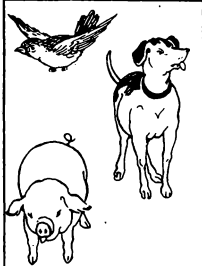
FOR FIRST GRADERS**WHICH IS THE PICTURE?**

By ZOSIMO DELIMA*

Draw a line from the word to the picture.



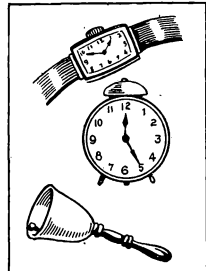
tree



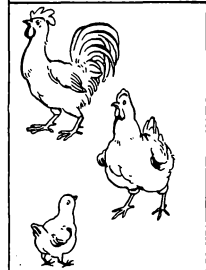
dog



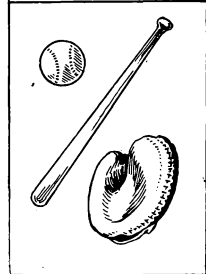
plate



clock



hen



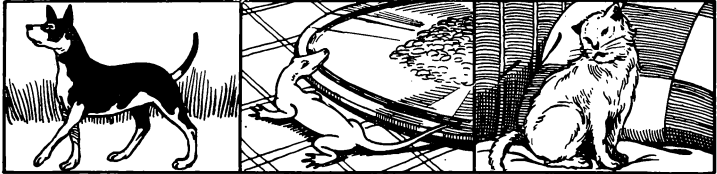
ball

* Teacher, Gingoog Central School, Gingoog, Misamis Oriental.

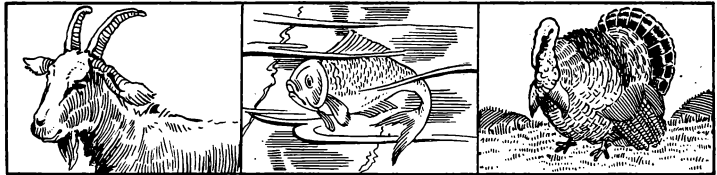
FOR FIRST GRADERS**READING AND ANSWERING**

By GERVACIA GUARIN *

Place a cross under the picture which answers the question.
Which animal can bark?

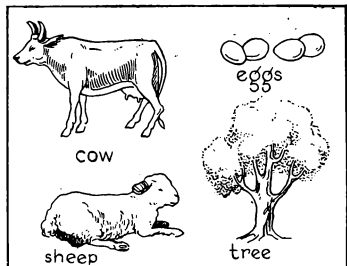


Which animal can swim?

**FINISHING THE SENTENCE**

Draw a line from the blank to the right word which is under each picture.

1. Hens lay _____.
2. A _____ gives milk.
3. Wool comes from a _____.
4. Mangoes grow on a _____.



* Teacher, Arayat Central School, Arayat, Pampanga.

FOR SECOND GRADERS**A VISIT TO THE FARM**

By FE VELASQUEZ *



This is Juan and his sister
Maria.

They went to visit the farm.

They liked the cow.

Maria gave the cow some grass.

Juan gave the cow some water.

Juan and Maria are kind chil-
dren.

They like to visit the farm.

ANSWER WITH YES OR NO

- | | |
|---|--|
| 1. Did Juan and Maria visit the farm? _____ | 3. Did Maria give the cow some fish? _____ |
| 2. Did Juan give the cow some water? _____ | 4. Does the cow give us milk to drink? _____ |

THINGS RAISED ON THE FARM

Check the names of things a farmer grows on the farm:

rice	onions	bananás	sugar-cane
cakes	beans	tobacco	elephants
corn	bread	chickens	pigs
candy	coconuts	tomatoes	sweet-potatoes

* Teacher, Arayat Elementary School, Arayat, Pampanga.

FOR SECOND GRADERS

WHAT ARE THEY DOING?

By QUIRICO A. CRUZ*

Draw a line under the sentence which tells what they are doing.



- Mother is working.
- Mother is resting.
- Mother is sleeping.



- Father is resting at home.
- Father is working in the field.
- Father is walking in the street.



- Big brother is working.
- Big brother is playing ball.
- Big brother is reading.

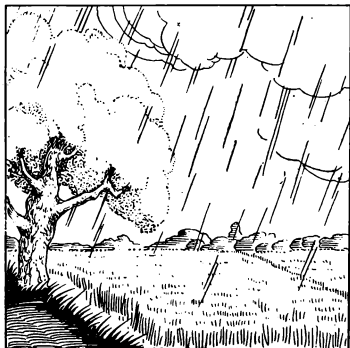


- Juana is going to church.
- Juana is going to school.
- Juana is going to market.

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

FOR THIRD GRADERS**THANKFUL**

By CLAUDE WEIMER



THANKFUL for the sunshine,
 Thankful for the rain,
 Thankful for the harvest
 Of ripened fruit and grain.
 Thankful for the kindness,
 Thankful for the cheer,
 Thankful for the friendship
 We have had this year.

SOMETHING TO THINK ABOUT

1. Make a list of things for which you are thankful.
2. Why should we be very thankful in the Philippines?
3. Ask Mother why she is thankful.
4. Ask Father why he is thankful.

HONEST OR NOT HONEST

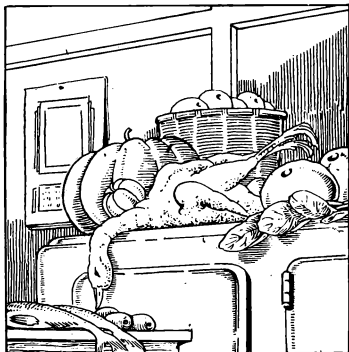
By ANGEL V. CAMPOY

Read each of the following carefully. Then write HONEST or NOT HONEST in each blank:

1. Carlos and Martin found a purse. They opened it and inside was a card on which was the name of their teacher, Miss Blanco, and fifty centavos. They kept the money and threw the purse away. They were _____.
2. Leon broke the flower vase at school. No one saw him do it. When Miss Furbeyre asked who broke the vase, Leon stood up and said, "I broke the vase, Miss Furbeyre. I am very sorry I did it." Leon was _____.

FOR THIRD GRADERS**THANKSGIVING DAY**

By CLAUDE WAIMER



EVERYBODY'S waiting —
 Man and bird and beast —
 Everybody's waiting for
 A great Thanksgiving feast.
 Pantry's full of good things
 Safely stowed away
 For a certain Thursday
 Called Thanksgiving Day.

DO YOU KNOW?

1. What day of the week is Thanksgiving Day?
2. What should we do on that day?
3. Why do many people have a good dinner that day?
4. Will you observe Thanksgiving Day?

POLITENESS AT HOME

By MRS. LEONCIA T. GALICANO

1. Big brother works in an office down town. This morning he woke up late. What should you do? (Check the right sentence.)
 - (a) Remind brother of the one centavo he gives you.
 - (b) Help get his breakfast ready, and help him get his things in order.
 - (c) Sit down; watch him.
2. Mother is busy. Baby wakes up from his nap and begins crying. What should you do? (Check the right sentence.)
 - (a) Tell mother that the baby is crying.
 - (b) Watch mother sew your dress.
 - (c) Take care of baby so he will stop crying.

This is a beautiful two-part song appropriate for Thanksgiving Day, although it can be sung at any time of the year. The melody (lower notes) should be sung louder than the upper notes.

BE THANKFUL!

EDITH BYRUM

Melody

1 Be thank-ful for what God has giv - en, The glo-ry of sun and of rain — Are
2 Be thank-ful for health and for friend - ship As on-ward through life we may go — Re-

Refrain

bles-sings He gives to his peo - ple And so we should thank Him a - gain. — Be
mem-ber that He is our best friend, The best that we ev - er will know. —

thank-ful to God; Be thank-ful to God And lift up your hearts in a song — Be

thank-ful that we are His chil - dren And to Him will ev - er be long. —

- | | |
|---|--|
| 3. Be thankful for peace and for safety,
That ev'rywhere blesses our land;
No war curses our beauteous islands,
Where justice and liberty stand. | 4. Be thankful for bounteous harvests
That come from the land and the sea;
We've shelter and food in abundance—
God grant that it thus e'er shall be. |
|---|--|

LITTLE STORIES FOR LITTLE PEOPLE**THE KITTEN WHO FORGOT**

LITTLE Kitty-Kat was sitting under a tree crying. Plainly, something was the matter. Mrs. Wibble-Wabble, the old mother duck, came waddling along. When she saw the little kitten crying, she stopped.

"Why, what is the matter, little Kitty-Kat?" said Mrs. Wibble-Wabble.

"I have forgotten how to talk kitten talk," answered little Kitty-Kat.

"How did that happen?" asked the old mother duck.

"I played with the puppy dogs so much that all I can say is bow-wow, bow-wow," the little kitten told her.

"Don't cry," Mrs. Wibble-Wabble answered. "I'll teach you how to talk."

"Oh, thank you, Mrs. Wibble-Wabble," said Kitty-Kat smiling.

"I'll be glad to help you, little Kitty-Kat. Listen to this. Quack! Quack! Quack!"

The smile faded from little Kitty-Kat's face as she said, "No, that isn't the way to talk kitten talk."

"That is the way my little ducklings learned to talk," said Mrs. Wibble-Wabble. "I have no more time to spend with you. I am on my way to the pond. Quack! Quack!" And Mrs. Wibble-Wabble waddled away with great dignity.

The little kitten began crying again.



"Oh, dear! What shall I do?" she said.

Just then Mrs. Nanny-Goat came along, jumping and running.

"Oh, what a fine day to jump and run!" she said. "The sun is so pleasant and the grass is so green."

Then she saw little Kitty-Kat crying.

"Why, it's little Kitty-Kat," she said. "What's the trouble? No one should be unhappy on a nice day like this."

Little Kitty-Kat looked up, and her eyes were so full of tears she could hardly see.

"Oh, it's Mrs. Nanny-Goat," she said. "Oh, Mrs. Nanny-Goat, I'm in great trouble. I've

(Please turn to page 417.)

WHY WE HAVE THANKSGIVING DAY

By ANGEL V. CAMPOY *

THANKSGIVING DAY was coming. The pupils of Miss Cordova's room were talking about it.

"Tomorrow," said Miss Cordova to the class, "will be Thanksgiving Day. We shall have no school. You may all stay at home to enjoy the day and have a big dinner with your fathers and mothers."

"Why do we have Thanksgiving Day, Miss Cordova?" Juan asked.

Miss Cordova turned to the class.

"Who can answer that question?" she asked.

"I can, Miss Cordova." Maria stood up to answer the question. "We have Thanksgiving Day so we can thank God for the things He has given us."

"We thank God for keeping us healthy and strong," Rosa added.

"Should we thank anyone else?" Miss Cordova asked.

"We should thank our fathers and mothers for taking care of us and sending us to school," Felisa replied.

"We should thank our friends for their kindness and for the things they do for us," Luis added.

"We should also thank our brothers and sisters for taking care of us," Rita said.

"And we should thank our teacher for being kind and patient with us in class," Juan added.

Miss Cordova smiled.

"Yes, we should give thanks for all these things. We should thank God for our food, our clothes, our homes, and all the many useful things that make our

lives happy. We should also thank Him for the trees and for the birds and flowers that make the world we live in a beautiful place. Just think of the many things God has given us to make our lives happy and useful, said Rosa.

"We should also thank our fathers and mothers, our friends, and everyone for making us happy. That is why, on the last Thursday of November each year, we celebrate Thanksgiving Day. On that day we offer our thanks to God for His many blessings, and pray that we may be able to continue to enjoy the many things which have been given us," said Juan.

"Tonight," continued Miss Cordova, "before you say your prayers, think of the many things God has done for you, and thank Him for all those things."

That night, when they were at home, many of the pupils of Miss Cordova remembered what their teacher had told them. When they said their prayers they thanked God for the things that made them happy.

This is what Ana said that night:

"God, you make me happy all the day,
You watch o'er me in work and play;
The food I eat, the clothes I wear,
And other things I cannot tell,
You gave them all to me.
For all these things, O Father dear,
I thank Thee, Amen."

QUESTIONS

1. Has your class talked about Thanksgiving Day?
2. Can you make a list of things for which you should be thankful?

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

READING TIME FOR YOUNG FOLKS

A THANKSGIVING STORY



The Scene at the Home of Governor Winthrop

IN our imagination let us go back more than three hundred years to a scene very different from anything with which we are familiar. To arrive at the scene we cross the vast Pacific Ocean, in our imagination, and the great American continent, and travel on until we come to the Massachusetts Bay Colony on the cold, bleak New England coast of North America.

The people who founded this colony had emigrated from Old England in order that they might have more freedom. During the early history of the colony many of the colonists were sick and some had died. Food was very scarce during the cold winter, not only with the English colonists but with the American Indians who lived in the vicinity. The colonists had sent to England for food supplies, but the returning ship, long overdue, had not yet arrived. The governor of this struggling colony was John Winthrop.

And now we find ourselves, in im-

agination, in a room in Governor Winthrop's home in the Massachusetts Bay Colony. The room is very plainly furnished according to the New England period, and is evidently used for transacting the governor's business.

On this chilly morning a knock was heard at the door of Governor Winthrop's home. A servant admitted a woman, Mrs. Freeman—one of the colonists—and her little eight-year-old daughter named Patience.

"Is the governor at home?" Mrs. Freeman asked.

"Yes, mistress; he has just come in," replied the servant.

"Will you let him know that I am here?"

"At once, mistress. Please be seated," answered the servant, who then went to the governor to announce Mrs. Freeman.

Mrs. Freeman and little Patience sat down on a settee. Patience breathed on her hands in order to warm them.

"Mother, do you really think the governor will give us corn?" said Patience fretfully. "I'm tired of having nothing good to eat."

"Why, Patience, of course he will if he can spare us any," said Mrs. Freeman. "But you must remember how many sick people there are in the colony who need it more than we do."

"Yes, mother," continued Patience, "but there are not many people in our colony. Why can there not be enough food for everybody?"

"I hope that there may be before very long, my dear," answered Mrs. Freeman. "We must try to think that our ship with provisions is coming soon. Sh-h! I hear the governor coming. Remember your manners. Rise and curtsy, as I have taught you."

Governor Winthrop entered the room and bowed to Mrs. Freeman. She and Patience both rose and curtsied.

"Good day, Mistress Freeman," said the governor. "I trust that you and your family are well."

"All well, Your Excellency," Mrs. Freeman responded, "and thankful to be so in this season of want and cold. Our larder is getting low, so I came to see if I could buy a few pounds of corn."

Evidently the governor was worried, but he tried to conceal the fact. "Why, Mistress Freeman," he said, "it is about that matter that I am awaiting tidings. This morning I sent word to the chief of the neighboring Indian tribe that we should like to trade with him for corn. I expect that Dudley and Wilson, the two colonists who took my message, will soon be back. Can you not wait until their return? If our trade is good, we shall have plenty of food for all."

Mrs. Freeman and little Patience sat

down again on the settee, and the governor sat down on a chair.

Presently Mrs. Freeman said, "I suppose Your Excellency has had, as yet, no word of the good ship *Lyon* which is bringing us food supplies."

"Not yet," answered the governor. "No doubt the date of her sailing was deferred."

"It would seem so," commented Mrs. Freeman, "for Captain Pierce sailed seven months ago to fetch us provisions."

"If we were all well," said the governor, "the delay would not matter. But when half our people are sick, we long to give them some of the comforts they left in England."

Just then the servant admitted another colonist, Mrs. Garrett, who curtsied to the company and took a seat.

"Ah! Mistress Garret," said the governor, "I was just lamenting to Mistress Freeman that we have so few comforts for our sick, but I did not forget that we have brought you, the best nurse in England."

"Your Excellency is very kind," said Mrs. Garrett. "I only wish that I could do more in the homes where sickness has entered. I thought you would like to hear that John Humphrey and his wife are better of their fever."

"I rejoice to hear such good news," the governor answered. "I trust that you can give as good an account of your other patients."

"I wish I could, Your Excellency," said Mrs. Garrett, "but with this biting cold and our lack of food, it goes hard with those who are sick. Is there no hope of the good ship *Lyon* bringing us food?"

"No immediate hope, madam, but I trust that we may be able to buy corn

from the neighboring Indians."

Just then a knock was heard on the front door. The servant admitted Dudley, Wilson, the Indian Chief, and a young Indian, all of whom advanced to the governor.

"We have brought the Indian chief back with us, Your Excellency," said Dudley, "just as you directed, but he does not seem disposed to trade with us. However, we can try."

Dudley then took the Indian chief over to the flour barrel which was in one corner of the room, and showed him that it was empty. He and Wilson took from a chest several long, showy strings of beads, which they offered to the chief, suggesting by their motions that the Indians might have the beads if they would fill the barrel. The chief shook his head.

Both men urged him for some time. Governor Winthrop then took a red blanket from the chest, approached the chief, and offered it in similar fashion.

Finally, after all three men had persisted for some time, the Indian chief and the young Indian shook their heads, and, by pointing to their own mouths and showing their empty hands, indicated that they themselves had not enough to eat. Then the Indians went out of the front door which was opened for them by the servant.

A silence fell on the company, which was broken by little Patience, who began to cry.

"Mother," said Patience.

"What is it, little daughter?" said her mother.

"If we had only staid in England," said the little girl, "we should have plenty to eat."

Mrs. Freeman did not answer her, but put her arm around her child. Turning to Governor Winthrop she said: "It is hard sometimes, Your Excellency, when we realize how much we have sacrificed for our freedom here."

"You speak truly, Mistress Freeman," said the governor. "But we have crossed the sea in safety; we have been kept from harm among the savage Indians; we have founded a colony. Whatever happens, we must not give up hope. I will proclaim a day of prayer and fasting for

tomorrow. We must not lose faith, for all may yet be well."

As the company nodded in approval, a knock was heard. The servant opened the door and admitted Roger Clapp, another of the colonists. Clapp, wild-eyed and shivering, looked at the governor.

"Your Excellency," said Clapp "my wife is dying. My children have been without food for two days. Can you give me something for them?"

(Please turn to page 421.)



The Good Ship "Lyon"

WHITTINGTON AND HIS CAT



ONCE upon a time there lived in England a little boy whose name was Dick Whittington. His father and mother died when he was very young so that he remembered nothing about them. The poor little fellow was ragged and homeless; but he was bright and learned very rapidly.

When he grew older he went to London, for he thought that the streets there were paved with gold. But instead, he found they were paved with hard stones and made a very poor bed. He nearly starved, for he could find no work by which to earn a living.

At last one day Dick lay down at the door of a rich merchant. The kind man, seeing that the child was ill for lack of food, ordered the servants to take him into the house and give him a good dinner. Dick was given the job of being the cook's helper. The cook was ill-natured and always found fault with Dick.

Dick's bed was in the garret where there were so many holes in the floor and

walls that every night he was troubled with rats and mice. One day a man gave Dick a coin for cleaning his shoes, and the next day Dick bought a cat with his money.

Dick hid his cat in the garret and always took care to carry part of his dinner to her. In a short time he had no more trouble with the rats and mice.

Soon after this, the rich merchant had a ship ready to sail. He thought it right that all his servants should have some chance for good fortune as well as himself. So he called them into his office and asked them what they would send on his ship for trade.

They all had something that they were willing to send. Dick went upstairs and got his cat. There were tears in his eyes as he gave her to the captain.

Dick missed his cat very much, and soon the garret in which he slept was again overrun with rats and mice. He was unhappy, too, because the cook was crosser than ever, and scolded him and often beat him.

Life became so hard for him that one morning he decided to run away and go back to his village home. So he started.

As Dick was walking sadly along the road, suddenly he heard the great Bow Bells of London chiming forth across the fields. They seemed to say to him:

"Turn again, Whitt-*ing-ton*,
Thrice Lord Mayor of London."

So Dick turned and went back to his master's house.

In the meantime, the ship with Dick's cat on board was far out at sea. At last it was driven by the winds to a far distant country. The people there came in great numbers to see the sailors and to trade. Many were eager to buy the fine things

that were loaded on the ship. At last, the King sent for the captain of the ship to come to the palace.

The King and Queen were seated at the upper end of the room, and a number of different kinds of food were brought in for dinner. When they had been there only a short time many rats and mice rushed in and helped themselves from almost every dish. The captain of the ship wondered at this, and asked if the rats and mice were not very unpleasant.

"Oh, yes," said the King, "and I would give half my treasure to be freed from them."

The captain jumped for joy. He remembered Dick Whittington's cat. He told the King that he had on board his boat an animal that would kill the rats and mice immediately.

"Bring this animal to me," said the King, "and if she will do as you say, I will load your ship with gold and jewels in exchange for her."

Away went the captain to the ship. He soon returned to the palace with Dick's cat under his arm. When the cat saw the rats and mice, she jumped out of the captain's arms and in a few minutes almost all the rats and mice lay dead at her feet.

The King bargained with the captain for the whole cargo of the ship, and then gave him ten times as much for the cat as all the rest amounted to. The captain then said goodbye, and set sail with a fair wind to England. After a pleasant voyage, he arrived home.

The captain hurried to the house of the rich merchant. He told the story of the cat and showed what the King had given him for the cargo, and the great amount he had given him for the cat.

The rich merchant sent for the boy who was now back at his work cleaning the pots for the cook. The kind merchant told Dick that the captain had sold his cat to the King of a far-distant country, and had brought him great riches in return for her. Dick begged his master to take what part of the treasure he pleased, since he owed all his good fortune to his kindness. But the rich merchant refused.

History tells us that later Dick married the daughter of the rich merchant. They lived in great splendor and were very happy. Dick became Sheriff of London, and afterward he became Lord Mayor of London three times, just as the great Bow Bells had seemed to say to him.—*Adapted.*

REVIEW

1. Where is England?
2. What and where is London?
3. Was Dick Whittington a poor boy or a rich boy?
4. Why did Dick go to London?
5. Where did he go to live?
6. What was his work?
7. Where did he sleep?
8. What is a garret? (See the dictionary.)
9. What did Dick buy? Why?
10. Do you think the rich merchant was a kind man?
11. What offer did he make to his servants?
12. What did Dick send?
13. Why was Dick going to run away?
14. Why did he return to his master?
15. Where did the captain take the rich merchant's ship?
16. Tell about the rats and mice in the King's palace.

(Please turn to page 418.)

HEALTH AND SAFETY SECTION

FRANCISCO'S LESSONS

(As Related by a School Principal)

ONE morning, not so very long ago, I started to walk to school—a very large school of which I was one of the principals. As I neared the playground, I noticed that something a little bit unusual was happening. You know a teacher very quickly senses anything that is not quite right among his pupils.

"*Manok! Manok!*" shouted some of the children who were playing in the school yard.

Certainly I understood very well that the word *manok* is the word for "chicken" in our native vernacular, but I couldn't understand why the children were shouting it. I looked around, but I did not see any chicken.

Just then I saw a boy run up to another and strike him in the face with such force that the boy who had been struck fell to the ground with blood streaming from his nose.

I hastened my steps. Of course I had seen playground quarrels before, but this one seemed a little different from the usual school-boy affair.

By the time I reached the actual place of the encounter, some of the larger boys had picked up the boy who had been struck, and had taken him, with blood still streaming from his nose, to the school nurse. I went in to find out what had happened.

"What happened to this boy?" asked the school nurse, as she washed away the blood from the boy's nose and stopped further flow. "What happened to this boy?"

"Somebody knocked him down and

bloodied his nose," replied Jose, who had witnessed the affair.

"Who struck him?" I asked.

"Francisco hit him, sir," answered Felipe.

"Where is Francisco?"

"Here he comes," he said, as two patrol boys came in with Francisco.

"Did you strike Tulio?" I asked.

"Ye-e-s, sir," stammered Francisco with downcast eyes.

"Why did you strike him?"

"He made fun of me, sir. And he was causing the other children to make fun of me, also. Tulio called me '*manok*', and then the other children shouted the same thing. I got very angry and hit him. I did not mean to hurt him."

"Just for that little thing you got angry and knocked Tulio down and bloodied his nose?" I asked. "You are not what they were calling you, are you?"

Francisco did not answer. I noticed that he had his right hand in his pocket. I was about to ask him to take his hand out of his pocket, when a boy whispered to me, "He has only three fingers on his hand, sir, just like the foot of a chicken."

"So that was the reason why he got angry," I said to myself. I began to see why the word *manok* shouted in derision by thoughtless schoolmates would arouse Francisco's temper.

"Come with me. I want to talk to you alone," I said to Francisco.

I took the boy to my office. In our private talk, Francisco related to me how he lost his thumb and small finger. Of course it was because of his carelessness

and disobedience. His father had warned him of the danger of playing with lighted fire-crackers. He did not heed the warning.

One evening while playing a war game with other boys, he lighted a large fire-cracker which exploded in his hand before he could throw it at any one. His thumb and last finger were injured so badly that the doctor feared that tetanus (lock-jaw) might result. The doctor amputated his hand, and the boy lost his thumb and small finger. This left him with only the three fingers on that hand.

Of course, boy-like, not until after the accident did Francisco realize the truth of what his father had told him—how it is not safe to play with firecrackers, especially lighted ones.

But the loss of his fingers was not all. He had more suffering to endure, for in the school thoughtless children called him "manok" because of his having only three fingers as a chicken has three toes. To the boy the situation became unbearable. I began to see Francisco's side of it, and I sympathized with him.

I talked kindly to the boy. I tried to make him realize that the more one gets angry when jeered by thoughtless persons, the more such persons will find delight in shouting their jeers. In that way I was able to make the boy see that

it was better for him to pay no attention to anything which he heard said about him by careless children.

"Yes, Francisco," I said, "that is the best way. You see you did not heed your father's safety warning, so you lost your fingers. It is always dangerous to play with large, lighted firecrackers. I hope you have learned your lesson of safety."

"I have, sir," interrupted Francisco.

"And now," I continued, "you must also learn a lesson in good citizenship. Learn to pay no attention to those jeer-

ing, thoughtless boys and girls, and do not let what they say make you angry. Do you think you can do that?" I asked.

"I will try, sir," the boy answered.

Francisco kept his word, and ceased to be annoyed apparently, when the undesirable name of "manok" was shouted at him by some careless youngster. In a short time the children who used to call Francisco

"manok" got tired of shouting the name at him, for they realized they could not make him angry. Presently it ceased entirely, and the affair was ended.

Francisco had learned two lessons—a lesson in safety and a lesson in good citizenship, although the former had cost him dearly. Perhaps this story, if told through *The Young Citizen* to many of the boys and girls of the Philippines, may help someone to avoid a painful ac-

(Please turn to page 418.)

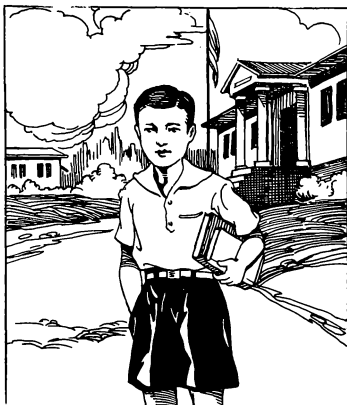


It is dangerous to play with lighted fire-crackers.

CHARACTER AND CITIZENSHIP SECTION

WHAT IS A GOOD YOUNG CITIZEN?

By LORETO V. PALMA



WHAT is a good young citizen? What must a boy—or a girl—do to be considered a good citizen? Well, let us see. We know of a school boy named Amando who is considered a good young citizen. This is about what he does each day. Of course Amando does not do exactly each of these things each day, but he does things similar to these.

Amando wakes up and gets up early each morning. He takes a shower, not forgetting to wash his face, neck, and ears with soap. He brushes his teeth well, and combs his hair neatly. He sees that his shoes are polished, and that his clothing is neat and clean. **A GOOD YOUNG CITIZEN IS CLEAN.**

After eating his breakfast, Amando goes to school. He carries his books under his arm. He never fails to attend school unless he is sick. He always starts

early enough so that he is not tardy. **A GOOD YOUNG CITIZEN IS PUNCTUAL.**

When leaving for school, Amando usually sees his dog at the door. He pats him on the head and says goodbye. Amando always sees that his pet has a sack or a rug to lie down on, and he always gives him enough to eat. **A GOOD YOUNG CITIZEN IS KIND.**

Perhaps Amando meets his teacher on the way to school. If he does, he takes off his hat and says, "Good morning, Miss Cruz." **A GOOD YOUNG CITIZEN IS COURTEOUS.**

One time as Amando turned the corner of the street, he saw an old woman wanting to cross the street which was crowded with traffic. He held the woman's arm and guided her until she reached the opposite corner. Amando is always looking for opportunities like this. **A GOOD YOUNG CITIZEN IS HELPFUL.**

At school during the flag ceremony he always stands at attention, and places his right hand over his heart. **A GOOD YOUNG CITIZEN IS LOYAL TO HIS COUNTRY.**

Once the principal of the school asked Amando to pick up the waste paper which was on the lawn. He did so and burned the paper in the pit. Amando always does what he is asked to do. **A GOOD YOUNG CITIZEN IS OBEDIENT.**

Usually after the class is dismissed, Amando remains and arranges the desks in line, the books in order, and puts other things in their places. "Everything must be in its place," says Amando. **A GOOD**

(Please turn to page 419.)



COURTEOUS CHILD TAKES HIS TURN



MUSIC APPRECIATION SECTION

✓ THE LARGEST OF ALL MUSICAL INSTRUMENTS

THE first piano was built by an Italian instrument maker named Bartolomeo Cristofori. The oldest piano in existence was built by Cristofori in 1720. (See *The Young Citizen* for October, 1939, page 362.) But long, long before that pipe organs were built. The pipe organ is a very ancient instrument, although its mechanism, of course, has been vastly improved in modern times.

The organs of early days were very different from the organs of today. The first instrument of this type was the Pan's pipes of the ancient Greeks, which consisted of a set of pipes of different lengths bound together and made to sound by the player's breath.

About two centuries before Christ a device was invented for forcing air into pipes by water power, and keys were added to open and close the pipes. This hydraulic (water) organ was common among the Greeks and Romans. Centuries later the bellows came into use, instead of water-power, to furnish air.

An organ built in the 10th century for Winchester Cathedral in England had a bellows so powerful that 70 men were needed to pump it. In the organs of today the electric power that pumps the bellows is equal to 25 or even 40 horsepower; yet so improved is the mechanism of the keyboard that the touch of a finger is all that is required to open the pipe-valve.

When you look at the keys of a pipe organ, you see only a very small part of the organ itself, for it is the largest of all musical instruments. Sometimes above the keys of some organs you see rows of

pipes that make the tones, but more often the organ is built as a part of the building in which it is placed, and some of the pipes, like the rest of the machinery, are hidden behind the walls. Often the pipes are placed at the sides of the auditorium, in the ceiling, or even in another room.

In a pipe organ there are hundreds—sometimes even thousands—of pipes. In large organs some of the pipes are as large as the trunks of full-grown trees; these make the deep, heavy tones. Some pipes are smaller than a lead pencil; these make the higher tones.

The pipes are arranged in groups. Each group is controlled by a stop which is placed in reach of the organist. When he wishes to use any particular group, he opens the proper stop and thus connects it with the keyboard.

The air which causes the pipes to sound is forced into them from an air chamber into which air has been pumped by a great bellows or in some cases by an electric fan.

The pipe organ has several keyboards—two or three or four, sometimes even five. These keyboards are called manuals because they are played by the hands. The several manuals make possible quick changes of power and tone quality. All modern pipe organs also have a pedal keyboard on which a skillful organist plays with as much dexterity, almost, with both feet as with his hands on the manual keyboard. The keys of the pedal keyboard are of wood and are very large because the organist has to play them with his feet.

In order to provide for still greater variation in power, some of the sets of pipes are enclosed in a practically sound-proof chamber called the "swell-box." This room is provided with shutters that can be opened and closed at will. When the shutters are closed, the tone is so soft that we can scarcely hear it. When the shutters are opened, we can hear the tone at its full strength.

The manual keyboards, the pedal keyboard, the combination pedals, the stops, etc. are collectively called the "console." The console is often at a considerable distance from the pipes that actually produce the tones.

In modern pipe organs the greatest improvements are due to the use of electricity. So much of the machinery of the pipe organ is now operated by electricity that the inside of the organ looks like a telephone exchange. By means of these electrical devices almost an infinite variety in power and quality is at the organist's command.

The use of mechanical devices on the pipe organ is called "registration." By making full use of all the devices which

the organist has at his command, he is able to control a greater extent of range and power than any other musical performer. The playing of an organ compares with the possible performance of a symphony orchestra.

Not only is the pipe organ the largest of all musical instruments, but it is the most difficult instrument to play. Dr. Eliot, formerly the president of Harvard University, has been quoted as saying that the performer on a modern pipe organ does more things at the same time than are demanded by any other type of human activity.



The Mighty Organ

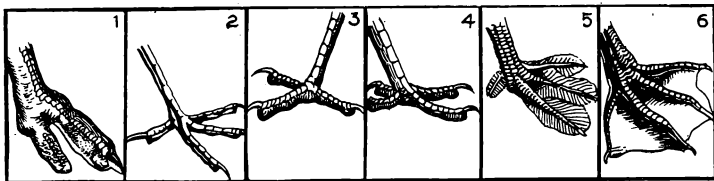
REVIEW

1. Tell about the first organ.
2. Look at the picture of the organ on this page.
3. Where is the console?
4. Where are the pipes?
5. Are there more pipes than the photograph shows?
6. How many manual keyboards do you see?
7. Where is the pedal keyboard?
8. Tell about the size of the pipes of a pipe organ.

(Please turn to page 419.)

ELEMENTARY SCIENCE SECTION

SOME INFORMATION ABOUT BIRDS



OF all animals the only ones which bear feathers are birds. The feathers grow from the skin like the scale of reptiles or the hair of mammals.

Birds, with the fishes, reptiles, amphibians (animals living both on land and in water), and mammals make up that division of the animal kingdom known as *invertebrates* or backboned animals. But the backbone of a bird is very different from the backbone of other animals. This is necessary so that the bird can fly.

It is thought that millions of years ago birds developed from lizard-like reptiles. If this is true, the lizard or reptile is the ancestor of the bird. Even today there are a few similarities. Birds and reptiles are hatched from eggs. Some birds, like some reptiles, have scales, although with the bird (the chicken, for example) the scales are only on the legs where there are few or no feathers.

The differences in the structure of birds and reptiles which seem so great today have been brought about by the birds learning to fly. Birds today do not have teeth, but many fossil birds had teeth, just as their reptile cousins still have.

The study of feet among the birds tells

a great deal about their lives. Notice the sketches (on this page) of the feet of some birds. The first picture (on the left) is the foot of an ostrich. Notice that there are only two toes. Many, many years ago the ancestors of the ostrich had five toes. The other three have now disappeared because the ostrich spends so much of its time in running. The third toe has grown very big, while the fourth toe, the only other one that is left, is becoming smaller. It will probably disappear entirely, just as in the case of the horse.

The second illustration (on the left) is the foot of a bird called the apteryx. It is scaled; this characteristic was inherited from the reptile ancestor. The next two sketches (counting from the left) are pictures of woodpeckers' feet. They are arranged to give the bird a good grip on tree trunks. The first illustration on the right shows the foot of a pelican. Notice that the toes have a web between them so the bird can swim. The next sketch on the right shows the foot of a grebe, a bird which lives both on land and in water. Notice that the web is attached to each toe, but these toe webs do not join. This

(Please turn to page 422.)

THE BIRD OF THE THANKSGIVING DINNER

THANKSGIVING and roast turkey are synonyms in the United States. From the first Thanksgiving Day of the Pilgrims in the Massachusetts Colony, in 1621, when visiting Indians furnished wild turkeys for the feast, no Thanksgiving dinner in the United States is considered to be complete unless there is roast turkey.

The turkey is the only American representative of the Old World pheasant.

The tail is broad and round, with 14 to 18 blunt tipped feathers. These the male bird spreads fanwise (as shown in the illustration) and raises above his back in courting days.



Turkey-Gobblers

The dark plumage has metallic green, copper, and bronze reflections. The male bird has a special beardlike growth of black bristles hanging from the center of the upper breast. The call note, *turk, turk, turk*, doubtless gave the birds their name. The call of the turkey cock is *gobble, gobble*, and this has caused the bird to be known as the "turkey-gobbler."

The turkey-hen is wild and secretive. She prefers to live in a wild place. She hides her nest, even from the cock,

as he has a habit of breaking eggs. The hen usually lays about 12 eggs a year, and unless misfortune overtakes her first brood of young, she raises only one brood a year.

Turkeys are cared for in much the same way as other fowls, except that they are more delicate. The young in particular must be watched, because they are delicate. It is possible, though, to

raise turkeys in the Philippines, and a few are being raised in various parts of the islands.

Wild turkeys were once very plentiful all over temperate North America and Cen-

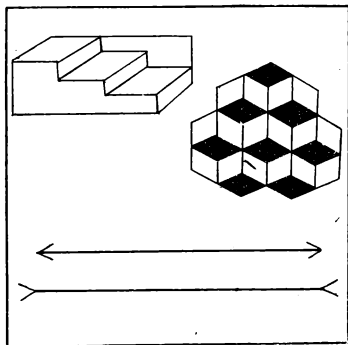
tral America. Now wild turkeys are very rare, but the domesticated turkey, the descendant of the wild species, is common in poultry yards both in America and in Europe, where it was brought from the New World early in the 16th century.

The American bronze turkey, the largest of the domestic birds, is from the stock of the Mexican wild turkey. At times it attains a weight of 40 pounds or more.

(Please turn to page 422.)

WORK AND PLAY SECTION

YOU CAN'T BELIEVE YOUR EYES



- FIRST, you see in the above picture the Reversible Staircase. Look at it. Use a steady gaze. Hold the paper still and move your head up and down. One, two-o-o, three-e-e! Over it goes! The harder you look, the sooner it reverses. Squint again. The staircase is back in its original form! How's that for a prestidigitatorial masterpiece?
- Quick, now, look next at the Shaded Cubes, an amazing conjuration which is the triumph of the occult arts! Count the cubes. One on top; two below; three at the bottom. Six in all. Now, let us produce an extra cube, making seven. Again use the steady gaze. See the cubes reassemble themselves before your eyes. Look again. Have the cubes moved or haven't they? Count them. There are seven. You can't believe your eyes. And

SOME RIDDLES FOR FOURTH GRADERS

By ELIZA MARQUEZ*

- My home is in a bottle. I am red, or blue, or black, or green. Children who want to use me get me with their pens. What am I?
- Farmers raise many of us in their back yards. We make good food. We have two legs, two wings, and a comb when we are grown. What are we?
- I am made of paper and sticks. I can fly but I have no wings. The wind keeps me up in the air. I am tied to a long string. What am I?
- I am very useful. I am made of paper, and have figures printed on me. I hang on the wall. You look at me to know when you will celebrate your birthday. You look at me when you want to write a letter. What am I?
- You cannot see me, but you can feel me. You like to have me come near you when you are feeling warm. Sometimes I am strong. Sometimes I am very gentle. I come from different directions. What am I?

(Answers on page 418)

* Teacher, San Miguel Elementary School, Manila.

I don't have to prove it—you are proving it yourself.

- Next, we have the baffling Arrow Mystery. Look at the two lines. Decide for yourself which is the longer line. Then measure them. You can't believe your eyes!

MAKING A BIRD-BATH

By DOROTHY BARBER

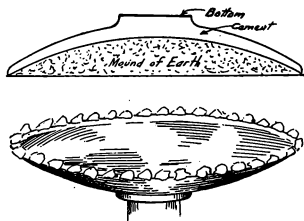
A BIRD-BATH not only adds to the beauty of a garden, but it is a sign to the birds that there is a friendly spot.

In order to make a bird-bath, all the material you need is a quantity of Portland cement, some sand, and some small pieces of ornamental rock. For the latter, a large colorful rock broken into small pieces is most satisfactory.

Decide on the circumference and the depth you wish your bird-bath to be. Then, in an out-of-the-way place, make a mound of earth to correspond to the measurements inverted. Cover this earth mound smoothly—several thicknesses of newspaper is best.

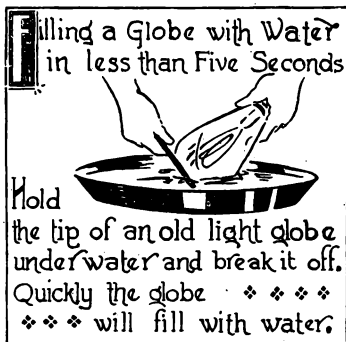
Mix one part of cement with two parts of sand, and add water to make a consistency easy to plaster over your paper covered mound. Make the edges not less than an inch in thickness. The cement should gradually be thicker towards the center where you mold a bottom for it to rest when it is finished.

While the cement is still soft, stick the small pieces of rock in around the edge. Make sure that they are not only solid, but that they show through the cement and protrude beyond the edge of the



WHY IS IT TRUE?

(Ask your high school friends.)



EXPLANATION: Much of the air was removed from inside the glass bulb. When a hole is made in the bulb under the water, the outside air pushes on the water and forces it up into the bulb.

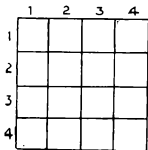
basin.

When it is dry (in several days), slip a board beneath the basin and turn it over. Remove the paper; you may have to soak it out. Then make a paste of a small portion of cement and water, and rub it well into the surface of the bath.

For a pedestal on which to place this bird-bath, use two two-by-fours fastened together and sunk into the earth at least three feet. Place the bath upon the pedestal. Stain it a deep brown or green, train vines around it, and you have a thing of beauty which, to the birds, will be a joy forever.

A CROSS-WORD PUZZLE FOR FIFTH GRADERS

By BENITO GO



DRAW a square. Divide it into 16 smaller squares. Number the small squares across the top and along the side as shown in the illustration.

Think of the required words and write one letter of the word in each small square.

ACROSS

1. A word which is the name of a slender piece of metal with a head, and which, when used, is driven into wood.
2. The name of a measure of land common in the United States.
3. The name of a well-known flower-

ing plant of Japan, America, and Europe. It has long, sword-shaped leaves, and large, handsome flowers.

4. A word meaning a smaller part or quantity.

DOWNWARD

1. A word which is the name of a slender piece of metal with a head, and which, when used, is driven into wood.

2. The name of a measure of land common in the United States.

3. The name of a well-known flowering plant of Japan, America, and Europe. It has long, sword-shaped leaves, and large, handsome flowers.

4. A word meaning a smaller part or quantity.

(Answers on page 417)

ENLARGING YOUR VOCABULARY

By MRS. PAZ J. EUGENIO *

Underline the word in parenthesis that has the same meaning as the word printed in *Italics*.

1. Pedro is *courteous* to his teachers. (rude, good, respectful)

2. Pablo was given a nice *fiddle*. (violin, book, toy)

3. Mother prepared *wholesome* food. (delicious, expensive, poor)

4. The pupils were *bothering* the teacher. (joking, disturbing, listening to)

5. The *crackers* are in the box. (pies, cookies, biscuits)

6. He was *astonished* to see a bear. (happy, surprised, glad)

7. When the lightning flashed, we were *scared*. (overjoyed, afraid, excited)

8. Aunt Julia is an *affectionate* woman. (loving, cross, wicked)

9. The tired traveller had an *excellent* appetite. (poor, good, fair)

10. Father *locked* the door. (repaired, fastened with a key, opened)

11. The man *rescued* the drowning sailors. (fed, saved, ignored)

12. The dog is an *intelligent* animal. (stupid, clever, fierce)

* Teacher, Cecilio Apostol, Elementary School, Manila.



THE YOUNG CITIZEN PANTRY



SOME SAVORY PHILIPPINE DISHES

By MRS. ANGELA T. MONTANO*

"THE shortest way to a man's heart is through his stomach." There is much truth in this saying. It should therefore be the aim of every girl or woman to learn the proper ways of cooking, because all women want to please the members of their household by good, palatable, wholesome cookery.

We offer in this issue of *The Young Citizen* some more savory Philippine dishes.

Crabs with Mongo Sprouts

Get three medium-sized crabs, 2 cups of mongo sprouts, 2 tablespoons of fat, 4 cups of hot water, one onion, 2 cloves of garlic, pepper and salt.

Wash and sort the mongo sprouts. Fry quickly with little grease the mongo sprouts, onions, and garlic. Cover and cook until the mongo sprouts are nearly done.

Wash and clean the crabs very well. Divide each in-

cluding the shell and drop into the boiling mixture. Cook until the crabs turn brick red. Season to taste.

Bola-bola Special

Get 10 medium-sized shrimps, 5 cups of shrimp juice, one-third of a cup of chopped pork, 4 bundles of *misua*, one egg, 2 tablespoons of fat, one-half of an onion, 2 cloves of garlic, one stalk of fresh garlic leaves.

Wash and shell the shrimps and chop the meat fine. Mix the pork and chopped meat of shrimps together with a little salt. Fry quickly with little grease the garlic and the onions, and when brown, add the shrimp juice. Stir until it boils. Drop into this the garlic leaves cut into pieces one-half of an inch long.

Beat the egg, and mix the chopped meat of shrimps and pork together. Drop by teaspoonfuls into the boiling mixture. Cook

until the balls float on the top. Thicken with *misua* cut into short pieces. Season with pepper and serve hot.

Carne à la Nepa

Get one-fourth of a pound of tender cut meat, 2 red ripe tomatoes, 2 stalks of *cochay*, one-half of a cup of bread crumbs, 4 tablespoons of fat, one young cucumber, one head of lettuce, and a little salt.

Slice the meat thinly as for *tapa*. Sprinkle a little salt on it. Chop the tomatoes and *cochay* fine, and coat both sides of each slice of meat. Dip into bread crumbs and fry in hot fat until golden brown. Arrange on a platter edged with lettuce leaves and garnished with rings of cucumber.

Pinañgat

Pinañgat is fish boiled with a small amount of water and salt. Get as many fish as desired. Clean and

(Please turn to page 419.)

* Teacher of Home Economics, Gregorio del Pilar Elementary School, Manila.

HISTORY SECTION

THE HISTORY OF THANKSGIVING DAY

WITH American Indians as guests of honor, around tables loaded with wild turkeys and venison, wild fruits from the forest, and corn-bread and vegetables from their new gardens, the Pilgrims celebrated their first American Thanksgiving festival in October, 1621, in the Massachusetts Colony on the northeastern coast of the United States. That was at the same time as the early days of Philippine history under the Spanish regime. It seems to have been a period of exploration and colonization in various parts of the world by some of the foremost countries of Europe.

But let us go back to our history of that first Thanksgiving Day of the Pilgrims. A quaint old account thus describes the occasion: "Our harvest being gotten in, our governor sent four men hunting fowls (turkeys), so that we might after a more special manner rejoice together after we had gathered the fruit of our labors. The four men in one day killed as many fowls, as with other things beside, served as food for our company almost a week."

Many of the American Indians, among them Chief Massasoit, the Pilgrims' friend and ally, joined in the three days of feasting. There was plenty of roast turkey, for the fowlers found "great store" of the now famous Thanksgiving bird in the neighboring woods.

Although we read of feasts and of "thanksgiving days" being observed during each year, it is not until ten years later that we find record of a celebration such as is now kept on Thanksgiving Day.

In the first year of his office, George

Washington, first president of the United States, issued a proclamation recommending that November 26, 1789, be kept as a day of "national thanksgiving" for the establishment of a form of government that made for safety and happiness.

In 1864 President Lincoln issued a proclamation in which he "appointed and set aside" the last Thursday in November as a day of national thanksgiving.

Since Lincoln's time, each president has set aside the last Thursday of November for a like festival, so that Thanksgiving Day is now as firmly fixed a national festival in the United States as the Fourth of July. The proclamation is usually followed by one issued by the governor of each state.

The observance of Thanksgiving Day has spread to some extent to the Philippines, where it is a legal holiday, and to some other countries as well.

Although Thanksgiving Day is an American institution, harvest festivals have been known since time immemorial. It was long customary in England and elsewhere to hold special days to celebrate with "thanksgiving and feasting" Nature's annual bounty and other marks of God's favor.

The front cover of this issue of *The Young Citizen* reflects the spirit of preparation for an early Thanksgiving feast by the early Pilgrims. The dress illustrated was characteristic of the time. The well-filled basket contains fruits and vegetables for the Thanksgiving dinner, for which there is to be pumpkin pie and roast turkey as illustrated by the artist.

WHO WERE THE PILGRIMS?

THE great American festival, Thanksgiving Day, was established by the Pilgrims who went to America in 1620. To understand who these Pilgrims were and why they went to America we must go back to the north of England and to about the year 1600.

There, in the village of Scrooby, a group of people gathered together who wished to enjoy religious freedom. In thus following the dictates of their conscience, they defied the laws of the realm, and for this they suffered heavy penalties and persecutions.

Because of these persecutions they were forced to leave England. There was one country where they knew they would not be persecuted—that was Holland. After some difficulties they managed to escape to Holland

in 1608. They went to Leyden in Holland and there established a settlement.

But though they found freedom in Holland, it was not really home to them. Life was very hard. So after long discussions, it was decided to go to the wild country of the New World.

After necessary permission had been granted, they went to England and found a ship, the *Mayflower*, waiting for them. More persons joined their group in England, so there were 102 in all aboard the *Mayflower*. The *Mayflower* set sail from the harbor of Plymouth, England,

on September 6, 1620.

It is difficult today to realize the hardships and perils of that voyage. One man died, and a baby was born during the voyage which was very rough and stormy.

At last, on November 19, 1620, they reached the bleak and desolate shores of North America where Massachusetts is now situated. There they landed and founded a settlement. It was these people who celebrated the first Thanksgiving Day.



Pilgrims Going to Church

REVIEW

1. When did the Pilgrims go to America?

2. In what country did the Pilgrims first live?

3. Why had they grouped themselves together?

4. Why did

they leave England?

5. Where did they go from England?

6. Why did they not wish to remain in Holland?

7. Where did they decide to go after leaving Holland?

8. In what ship did they sail to America?

9. How many persons were in the company?

10. Where did they settle in America?

It is suggested that you read *A Thanksgiving Story* on page 397 of this issue of

(Please turn to page 422.)

SOME IMPORTANT BIRTHDAYS AND EVENTS OF NOVEMBER

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

- 1: All Saints' Day. The Constitution of Biak-Na-Bato was approved, 1897.
- 2: The first public radio broadcast was made, 1920.
- 3: Jose Rizal was brought to Manila for trial and martyrdom, 1898.
- 4: Jaime de Veyra was born, 1873. Associate Justice Carlos A. Imperial was born, 1880.
- 5: Former Justice Malcolm was born, 1881. Assemblyman Enrique Magalona was born, 1891.
- 6: Assemblyman Leonardo Festin was born, 1886.
- 7: Madame Curie, discoverer of radium, was born, 1867. Assemblyman Vicente Agan was born, 1895.
- 8: Women first voted in a national election in the Philippines, 1938.
- 9: The late Teodoro Yangco, philanthropist, was born, 1861. Assemblyman Teodoro Camacho was born, 1884.
- 10: The former German Kaiser, Wilhelm II, fled from Germany to Holland, 1918.
- 11: The World War armistice was declared, 1918. Assemblyman Narciso Ramos was born, 1900.
- 12: The Holland Tunnel was opened with 52,000 vehicles using it on the first day of operation, 1927.
- 13: Robert Louis Stevenson, author, was born, 1850.
- 14: Robert Fulton, inventor of the steamboat, was born, 1765. Gregorio del Pilar was born, 1875.
- 15: The Philippine Commonwealth was inaugurated, 1935.
- 16: The Suez Canal was opened, 1869.
- 17: Col. Juan Dominguez was born, 1881.
- 18: Galli-Curci, operatic singer, was born, 1889.
- 19: Abraham Lincoln delivered his Gettysburg Address, 1863.
- 20: Thomas Chatterton, author, was born, 1752.
- 21: Legaspi's expedition sailed for the Philippines from Mexico, 1564.
- 22: Festival of Saint Cecilia, patroness of musicians and the blind.
- 23: Clemente Jose Zulueta, historian, was born, 1876. Dr. Henry Wade, leprologist, was born, 1886.
- 24: The railroad from Manila to Dagupan was completed, 1892.
- 25: Andrew Carnegie, steel magnate and philanthropist, was born, 1835.
- 26: A circus train burned in Mexico, killing 14 persons and releasing elephants, lions, jaguars, and other wild animals, 1930.
- 27: Assemblyman Vicente T. Lazo was born, 1897.
- 28: The first United States Government post office was established, 1783. Assemblyman Gregorio Perfecto was born, 1891.
- 29: The *China Clipper* arrived at Manila, completing the first trans-Pacific flight, 1935.
- 30: National Hero's Day. Mark Twain, famous humorist, was born, 1835. Andres Bonifacio was born, 1863.

THE KITTEN

(Continued from page 395)

for gotten how to talk kitten talk. I played with the puppy dogs so much that all I can say is bow-wow, bow-wow."

"Is that the trouble?" said Mrs. Nanny-Goat. "I'll teach you how to talk. Listen at this. Ba-a-a! Ba-a-a!"

Little Kitty-Kat shook her head and began to cry again.

"No, no," she said. "That's not the way to talk kitten talk."

"That's the way I learned to talk," said Mrs. Nanny-Goat. "Whatever is good enough for me is good enough for you."

"But I want to talk kitten talk," said Kitty-Kat.

Mrs. Nanny-Goat said no more, but went jumping and running away. Presently Mrs. Moo-Cow came along.

"What's the matter?" said Mrs. Moo-Cow. "Has somebody been teasing you?"

"No, Mrs. Moo-Cow. Nothing is the matter except that Mrs. Nanny-Goat was trying to teach me to talk," answered the little kitten.

"What! A great big-kitten like you just learning to talk! Surely your mother taught you how long ago," said Mrs. Moo-Cow.

"Yes, she did," said Kitty-Kat, "but I played with the puppy dogs so much that all I can say is bow-wow, bow-wow. I've forgotten how to talk kitten talk. Will you show me, Mrs. Moo-Cow?"

"Of course I'll show you how. I teach my little calves how to talk. Listen to this. Moo, moo," said Mrs. Moo-Cow.

"It begins all right but it doesn't end like kitten talk," said little Kitty-Kat. "Can't you tell me how kittens talk?"

"That's the way my calves learn to talk," said Mrs. Moo-Cow. "You should be glad to talk that way."

"But I can't," said Kitty-Kat. "My mother wouldn't know me if I did."

"Moo, moo," said Mrs. Moo-Cow, as she walked away.

Just then along came Gentleman Rabbit.

"My goodness me sakes alive and some peanut pancakes on the multiplication tables! Why are you crying, little Meow?" he asked.

Little Kitty-Kat jumped and began to smile through her tears.

"Meow, meow, meow! That's the way to talk kitten talk. Meow, meow, meow!"

Mother Kat came running to where Kitty-Kat was.

"What do you want?" said Mother Kat.

"Meow, meow, meow!" said little Kitty-Kat, rubbing her head against her mother.

"What is the matter, Gentleman Rabbit? Why did she cry?" asked Mother Kat.

"I do not know," said Gentleman Rabbit. "Will you tell us, Kitty-Kat?"

"I had forgotten how to talk kitten talk," the little kitten answered. "I played with the puppy dogs so much that all I could say was bow-wow, bow-wow. So when Mrs. Wibble-Wabble, and others came by, I asked them how, but they couldn't talk kitten talk. I didn't know what to do until Mr. Gentleman Rabbit came along and called me little Meow.

(Please turn to page 418.)

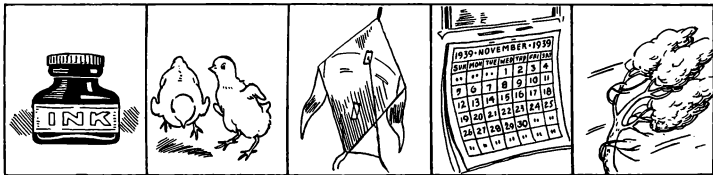
CROSS-WORD PUZZLE

(Answers from page 412)

	1	2	3	4
1	N	A	I	L
2	A	C	R	E
3	I	R	I	S
4	L	E	S	S

SOME RIDDLES FOR FOURTH GRADERS

(Answers from page 410)



1. Ink

2. Chickens

3. Kite

4. Calendar

5. Wind

THE KITTEN

(Continued from page 417)

Then I remembered how to talk kitten talk. Meow, meow, meow! I'll never play with the puppy dogs again."—*Adapted.*

SOME QUESTIONS

1. Did you like this story? Why?
2. Why were the duck, the goat, and the cow not able to teach the kitten how to talk?
3. Why did the duck, the goat, and the cow think they knew how to teach the kitten to talk?
4. When a cat is young what is it called?
5. When a duck is young what is it called?
6. When a goat is young what is it called?
7. When a cow is young what is it called?

DICK WHITTINGTON

(Continued from page 401)

17. What did the captain tell the King?
18. What did the captain do with Dick's cat?
19. What did the King give the captain?
20. What did the rich merchant tell Dick?
21. What offer did Dick make to the rich merchant?
22. Whom did Dick marry when he was grown?
23. What official did Dick become?
24. Who is the mayor of a city?
25. Did you like this story? Why?
26. Do you think Dick was a good boy? Why?
27. Was he a kind boy? How do you know?
28. Was Dick an honest boy? Why do you think so?

FRANCISCO'S LESSONS

(Continued from page 403)

cident, and at the same time learn the two valuable lessons which Francisco learned.

QUESTIONS

1. What was the lesson in safety which Francisco learned?
2. How did disobedience and carelessness cause Francisco to suffer?
3. What is the second lesson which Francisco learned?
4. Was it difficult for Francisco to do what his principal asked him to do?
5. What do you learn from this story?
29. Do you think this story occurred a long time ago or recently?
30. What kind of man do you think Dick became? Why?

SAVORY DISHES

(Continued from page 413)

wash the fish. If they are small, it is better to wrap them in pieces of banana leaf.

Place the fish wrapped in banana leaf in a clay or a porcelain pot. Add a small amount of salt water—just enough to prevent the fish from burning and to have a few tablespoonfuls left after cooking. Cover the pot. Cook slowly from 15 to 20 minutes. Serve with *calamansi*.

Camias or green tamarind may be placed in the pot and boiled with the fish. This adds flavor and produces an acid taste to the fish.

Boiled Rice

Get one cup of rice and three-fourths of a cup of water.

Wash the rice two times with cold water. Drain and put in a pot. Add three-fourths of a cup of cold water. Cover and bring to a boil. When boiling, lower the fire and let it cook very slowly until the rice is well cooked. From 10 to 12 minutes is required.

It is better to cook the rice without washing it, because Vitamin B, minerals, proteins, and fat are washed away during the process of washing.

GOOD YOUNG CITIZEN

(Continued from page 404)

YOUNG CITIZEN IS ORDERLY.

Amando does not take things which do not belong to him. He returns anything left on a desk. He does not copy the work of his neighbors in school. In examinations he does not cheat in order to secure high grades. A GOOD YOUNG CITIZEN IS HONEST.

If Amando is asked a question, he always tells the truth. Sometimes it is hard to do this, but he will not lie. A GOOD YOUNG CITIZEN IS TRUTHFUL.

One day after the class was dismissed, as Amando was going home he passed a *tienda*. He put his hand in his pocket to get some money; he thought he would buy some candy. But he said to himself, "Mother has cooked a nice dinner for me. I will not eat between meals." So he saved his money. A GOOD YOUNG CITIZEN IS THRIFTY.

These are some of the things which a good young citizen does. Any boy or girl can do such things as these, and be classed as a good young citizen. Try

LARGEST INSTRUMENT

(Continued from page 407)

9. What can you say of improvements in modern pipe organs?

10. Is the pipe organ a difficult instrument to play? Why?

11. What did Dr. Eliot say about a performer on a pipe organ?

12. The playing of a pipe organ compares with the possible performance of what group of musicians?

13. What use is made of electricity in a modern pipe organ?

14. Tell how the pipes of an organ are arranged. Where may they be placed?

15. Have you heard a large pipe organ?

16. Have you seen one?

17. Would you like to learn to play a pipe organ?

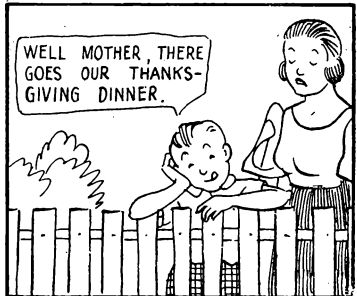
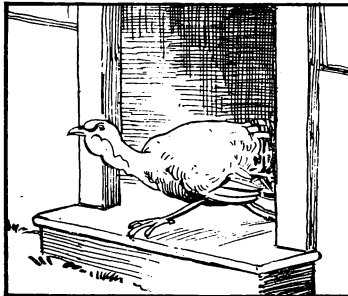
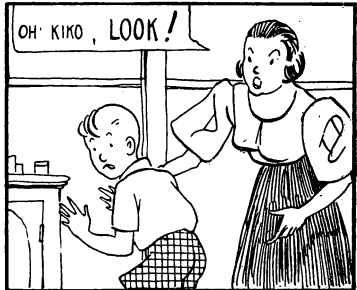
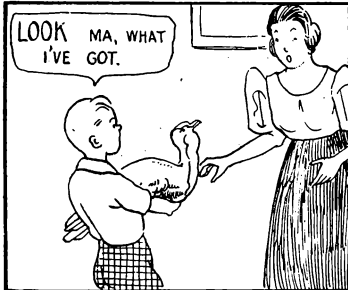
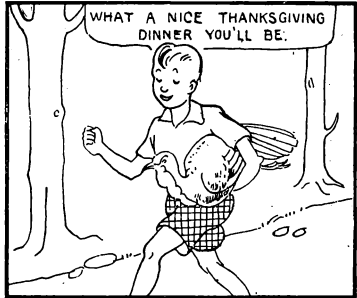
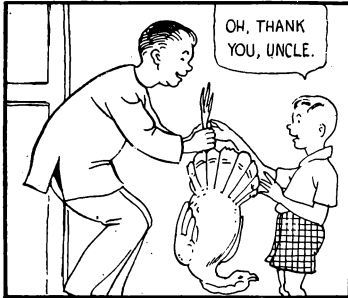
to be like Amando. Perhaps you can do even better.

SOMETHING TO DO AND TO THINK ABOUT

1. Make a list of the statements in this article about a good young citizen. Memorize those statements.

2. What can you do to observe each of those statements? Think about what Amando did.

THE FUNNY PAGE



THANKSGIVING STORY

(Continued from page 399)

The governor went to the barrel, and scooped up a small portion of meal. "This is the last of our corn," he said sadly, as he looked at Mrs. Freeman.

Mrs. Freeman said promptly, "Let Roger Clapp have the last of the meal, by all means. What say you, neighbors?"

"Yes, let him have it," was the general response.

The governor put the meal in a dish and was about to hand it to Clapp, when there was a knock at the door. Before the servant could open it, Samuel Garrett, the ten-year-old son of Mrs. Garrett, rushed in.

"Your Excellency," said Samuel breathlessly, "the ship *Lyon* has come."

The company, startled, could scarcely believe him.

"Is this true?" said the governor. "How do you know?"

"Your Excellency, I am speaking the truth," the boy replied. "I was down on the shore just now, and when I looked across the bay, I saw a great ship entering the harbor. As I ran to bring you word, I heard a man say that Captain Pierce was being

rowed ashore."

Before anyone could speak, a loud knock was heard at the door. When the servant opened it, Captain Pierce stood there. Governor Winthrop rushed to him and seized him by both hands.

"Never was man or ship more welcome! William Pierce! May God be thanked!" said the governor.

All crowded around Pierce, the captain of the ship *Lyon*, and greeted him with joyous and grateful exclamations.

"Your Excellency," said Captain Pierce, "I have the honor to report the safe arrival of the ship *Lyon*."

"An hour ago we had well nigh given you up," said the governor.

"We met with many unforeseen delays on our voyage," said the captain. "We encountered many storms. One was so severe that one of our sailors was washed overboard. We could well imagine what you must be suffering in our absence. I, too, thank Heaven we have arrived."

"Have you food and provisions on board?" one of the colonists asked.

"Yes, truly, we have

plenty," said the captain. "We have flour and beans and oatmeal; we have dried beef and smoked pork and cheese and dried fruits, plenty for all."

At these words, all in the company showed great relief.

"If Your Excellency will ask a few men to volunteer to go and unload the *Lyon* we shall have everybody fed within an hour," suggested the captain.

Ten-year-old Samuel said eagerly, "I will volunteer."

Everyone laughed. Captain Pierce patted the boy on the shoulder and said, "You shall come down to the ship with me. There is plenty for a bright boy to do as well as for the men."

Governor Winthrop raised his hand and said slowly, "Friends, I will now proclaim not a day of fasting and prayer, but a day of praise and thanksgiving for our deliverance. Thank God, we are saved. However great the destiny that may await our colony struggling here in the wilderness, this day must never be forgotten. Tomorrow will be our Thanksgiving Day."—*Adapted from The Grade Teacher.*

BIRD INFORMATION

(Continued from page 408)

makes the foot convenient for walking, as well as for swimming.

Birds are studied all over the world. Their cheerful songs, bright colors, and many pleasing ways are all very attractive. Birds are also very valuable because they destroy many injurious insects.

The study of the distribution of bird shows some are found all over the world and others in two or more different regions, but most species of birds are found in only one geographic region.

When we study the birds of the East Indian Islands (of which the Philippines are a part), we discover some very strange facts about the distribution of birds. A part of the East Indian Islands lies in the Australian region and a part in the Indian region; the line between the two is very sharp. Thus the islands of Bali and Lombok (in the Malay Archipelago just east of Java), though but 20 miles apart, differ as greatly in their animal life as do Africa and South America. This indicates that the two islands were separated ages ago, and the deep strait between them is the dividing line between Asia and what was once the

BIRD OF THANKSGIVING

(Continued from page 409)

REVIEW

1. Where did the early colonists of America find the first turkeys?
2. Describe the turkey.
3. Tell of the habits of the turkey-hen.
4. Tell of the care of young turkeys.
5. What turkeys were the ancestors of the present domestic turkey?
6. Are any turkeys grown in the Philippines?

Australian continent. And so we find a difference in the birds of the two divisions.

There are today between 13,000 and 14,000 species of birds found in the world. These are classified and grouped, just as the books in a library are classified and placed on shelves according to their contents. Just as in the library the books are not arranged according to their size or the colors of their covers, so with birds—their classification is made according to the structure rather than upon similarity in appearance.

REVIEW

1. What is an invertebrate?
2. Is a bird an invertebrate?
3. Millions of years ago

THE PILGRIMS

(Continued from page 415)

The Young Citizen, and then answer the following:

11. Did the early colonists have sufficient food? Why not?

12. What happened to many of the colonists?

13. What kind of weather did the colonists experience?

14. To whom did the colonists go for food?

15. Did they receive food from the Indians? Why not?

16. Where had the colonists sent for food?

17. Did the food ship finally return?

18. Do you think these colonists were brave?

19. Did they develop into a great nation?

20. What nation did they become?

21. Do you think that settlement has influenced the Philippines in any way? How?

22. Read again all the Thanksgiving material in this issue of *The Young Citizen*, and then answer all of these questions. Your teacher will help you with any which present difficulty.

what animals were the ancestors of birds?

4. Tell why there is a difference in the feet of birds.



Sea-Side Vacation

By PILAR CAPARROS

(11 years old)

LAST vacation I visited my aunt who lives near the ocean. Many times I went to the beach looking for interesting things.

Once the tide went out and left a big pond of water. Different kinds of fish were trapped in the pond. Some of the fish were of different colors—green, yellow, red, and blue. People caught them and used them for food.

At another place when the tide was low I saw different kinds of corals. These were so interesting that I took pieces for my collection.

During the vacation I collected a basketful of different kinds of sea-shells. They were of beautiful shapes and markings. I got some kinds of shells which I had never seen before.

When I returned home I took several baskets of interesting things.

Our Wise Owl Club

By JOSE BABIERA

(13 years old)

IN our seventh grade at school we organized a Wise Owl Club. First, each pupil made a booklet shaped and colored brown like an owl. On a large piece of cardboard we painted a picture of a tree which we fastened to the wall. On the top limb of our tree we drew a picture of an owl with spectacles on; the owl was reading a book. In large letters were the words BE WISE; READ GOOD BOOKS.

Each pupil fastened to the tree his owl booklet on which was written his name. Whenever any one in the Wise Owl Club read a book—even a short book with easy words—he wrote the name of the book in his owl booklet. Then that pupil gave to the class an oral report of an interesting part of the book he had read.

In order to be a member of the Wise Owl Club a

Poultry Raising

By VIRGILIO BALAGOT

(14 years old)

IN June I began to raise poultry. As a start I bought seven hens and two roosters. Every day I feed them and give them water to drink. Once a week I clean the poultry yard which is the place for the chickens to get exercise.

I set some of my hens, and after a while I had twenty little chicks. I did not succeed so well with them, because seventeen little chicks died.

Also three of my hens died and one rooster, but I shall continue and will be more successful when I have had more experience in poultry raising which I find very interesting.

pupil had to read at least one book every six weeks. If he did not, he lost membership in the club, and his owl booklet was removed from the tree.

CHATS with the EDITOR

THIS chat is addressed to writers—young and old. If you have ever written anything for publication, or if you think you might write anything for publication, the Editor asks you to read this chat.

But first of all, let us stop a moment and reflect that this is the month when everyone who is under the protection of the flag of the United States observes, at least to some extent, that great American holiday known as Thanksgiving Day. The Philippines, as a nation, has every reason to be thankful at the present moment. No war, no great disaster, and employment and food for the great majority of all who live here—in short, I know of no other part of the world in better condition than we are in right now. So this year to a greater extent, perhaps, than ever before let us give thanks for our happy and prosperous condition as a nation.

Now for the chat with writers and would-be writers: Don't forget that the Editor of *The Young Citizen* always wants to secure suitable material for publication, and that good articles will be paid for. We

are dependent largely upon our Philippine writers for worth-while material and ideas for this magazine. Unless teachers and capable friends of our magazine help us by producing suitable, worth-while material for publication, we cannot give to the young people—the boys and girls—of the Philippines such an excellent magazine as we are now printing.

Just now the Editor would like to receive more short stories.—*Little Stories for Little People*—from 100 to 200 words in length. We would like to publish more stories such as *Gloria's Sacrifice* which appeared in the September, 1939, number of *The Young Citizen*. (Wasn't that a beautiful story!)

Also, we would like to have some longer stories to use in the section known as *Reading Time for Young Folks*. Any length of story—from 200 to 2,000 words—will do if the story is *interesting* and *wholesome*.

We are always wanting clever material for primary grades. Every primary teacher in the Philippines is able to write some good material of this nature. Why not send us several ar-

ticles and earn a few extra pesos?

There are many other kinds of articles, too, which we can use. We suggest that again you read the *Announcement to All Writers* on the inside front cover of this magazine, and then prepare us an article.

But, writers, please do not expect your article to appear in print immediately after it is accepted. We plan our magazine several months in advance of the date of issue, so sometimes we wait a long time before publishing a certain article, even though that article may be excellent. If you send in an article you will hear from it sooner or later, and if it is a good article, or one which we can use (sometimes we cannot use even good articles), you will see it in print, but probably not as soon as you expect.

The Editor appreciates very much the splendid contributions which have been sent in during the past few months. We extend our thanks to the writers.

Community Publishers, Inc. wishes you one and all a happy Thanksgiving vacation. 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. Price ₱2.30 net a year.

**COMMUNITY PUBLISHERS, INC.
MANILA**