

# THE YOUNG CITIZEN

THE MAGAZINE FOR YOUNG PEOPLE

AUGUST, 1939

AP 201

Y6

V. 5

NO. 8



UNIVERSITY OF THE PHILIPPINES  
LIBRARY

NOV 13 1948



*Indeped*

# Announcement to All Writers:

---

## We Will Pay You

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

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

### Primary Teachers:

We especially desire various kinds of interesting material suitable for  
**First, Second, and Third Grade Pupils.**

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

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

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

Address all communications to:

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

# THE YOUNG CITIZEN

This Magazine Is Approved by the Bureau of Education

VOLUME 5

NUMBER 8

AUGUST • 1939

• For First Graders	
Reading and Answering .....	268
Matching Words— <i>Maria Nieves A. Austria</i> .....	268
Which Is the Word?— <i>Maximo M. Munoz</i> .....	269
• For Second Graders	
Draw the Missing Part .....	270
Writing Names— <i>Teresa B. Calimlim</i> .....	270
What Are They Doing?— <i>Gerovacia Guarin</i> .....	271
• For Third Graders	
Herding the Carabaos— <i>Mrs. Josefina Arguiza-Santos</i> .....	272
On the Bus— <i>George Applegarth</i> .....	273
Politeness at Home— <i>Mrs. Leoncia T. Galicano</i> .....	273
• Stories	
Oinky— <i>Felisa Gaité-Echavez</i> .....	275
A Tale of a Puppy— <i>B. Hill Canova</i> .....	276
The Monkeys and the Moon— <i>Angel P. Campoy</i> .....	278
• Poems	
When I'm a Lady— <i>Mrs. Paz P. Salgado</i> .....	267
The Ifugao Man— <i>M. de Gracia Concepcion</i> .....	280
Queens of the Beans— <i>M. de Gracia Concepcion</i> .....	296
• Character and Citizenship	
A School Child— <i>Dr. I. Panlasigui</i> .....	266
The Honor of the Playing Field— <i>Arthur Mee</i> .....	290
• Elementary Science	
A Visit to the Manila Aquarium— <i>Silvino V. Epistola</i> .....	286
Volcanoes .....	289
• Music Appreciation	
Marching Song— <i>L. Ormiston Chant</i> .....	274
The Sirdar— <i>Ippolitoff-Ivanoff</i> .....	281
The Instruments of the Brasswind Section— <i>Bert Paul Osbon</i> .....	282
• History	
How We Got Our Alphabet .....	294
Some Important Birthdays and Events of August .....	298
• Health and Safety	
Some Simple Remedies .....	284
The Law of Health .....	285
• Work and Play	
Cream Pie Recipes .....	291
Science Cross-Word Puzzle— <i>Maximiliano A. Velasquez</i> .....	292
The Figure Maze— <i>Francisco Cortes</i> .....	292
Do You Know How to Use Your Library?— <i>Candido Arellano</i> .....	293
The What-Are-You-Doing? Club .....	303
Chats with the Editor .....	304

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

Subscriptions are to be paid to Community Publishers, Inc.

THE MAGAZINE FOR YOUNG PEOPLE



Gift - Dr. Panlasigui

## THE MESSAGE THIS MONTH

### A SCHOOL CHILD

I am a school child.

I am only a little child.

Very often I hear people say that as a little child I can do nothing for my country. They say that only grown-ups are able to make our country prosperous, happy, and peaceful.

The farmer produces from the soil the food of the people.

The fisherman gets fish from the rivers and seas.

The miner digs from the ground minerals, such as gold, silver, iron, copper, and petroleum.

The business man and the merchant sell and buy things needed by the people.

The physician and the nurse take care of the health of the people.

The lawyer, the musician, the artist, the soldier, the minister, and other grown-ups do something for the country.

But I am only a little school child.

What can I do for my country?

I can do much! I do not need to wait until I am grown up. Now, as a school child, I am doing a few things for my country. Here are some of these things:

I am growing up to be a man or a woman.

I am keeping myself healthy and strong.

I am trying to do my best to form habits to make me live happily with other people.

I am trying to be thoughtful of others.

I am going to school.

I am the hope of my country. What I will be my country will also be to-morrow.

To be a school child is to do the greatest thing any one can do for one's own country.

—DR. I. PANLASIGUI

A POEM FOR THIS MONTH**WHEN I'M A LADY**

By MRS. PAZ P. SALGADO \*



WHEN I'm a lady, a lady,  
 A friend I'll be if I can — and I can!  
 I'll try to make the sorrowing glad,  
 Teach folks to be good and not to be bad;  
 I'll comfort all who are in distress,  
 And try to bring to them happiness,  
 When I'm a lady.

When I'm a lady, a lady,  
 A singer I'll be if I can — and I can!  
 I'll sing each day the sweetest song,  
 And cheer sad people the whole day long;  
 I'll teach each little child to sing,  
 To ev'ry heart sweet joy to bring,  
 When I'm a lady.

When I'm a lady, a lady,  
 A seamstress I'll be if I can — and I can!  
 I'll cut and sew new dresses for you,  
 Some red and white, some pink and blue,  
 With ribbons and buttons and patterns gay —  
 You'll like to wear them night or day,  
 When I'm a lady.

*(Please turn to page 296.)*

\* Teacher, General M. Hizon Elementary School, Manila.

## FOR FIRST GRADERS

### READING AND ANSWERING

Place a cross under the picture which answers the question:  
WHICH ANIMAL CAN FLY?



WHICH ANIMAL HAS HORNS?



### MATCHING WORDS

By MARIA NIEVES A. AUSTRIA \*

Draw a line under that part of the sentence printed on the left side of each column which is the same as the words printed on the right side.

- |                            |                           |
|----------------------------|---------------------------|
| 1. This is <u>a</u> cat.   | 5. He is a big boy.       |
|                            | a big boy                 |
| 2. I have a pretty flower. | 6. This is a bell.        |
| a cat                      | a bell                    |
| a pretty flower            | 7. You are her brother.   |
| 3. I am her sister.        | her brother               |
| her sister                 | 8. I have a pretty dress. |
| 4. This is a little girl.  | a pretty dress            |
| a little girl              |                           |

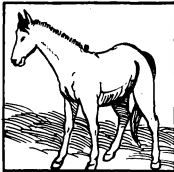
\* Academic Division, Bureau of Education, Manila.

**FOR FIRST GRADERS**

**WHICH IS THE WORD?**

By MAXIMO M. MUÑOZ \*

Draw a line from the picture to its name.



cow  
horse  
pig

hen  
duck  
goat



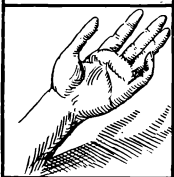
carabao  
cat  
cow

bolo  
knife  
saw



book  
egg  
hen

stove  
table  
fan



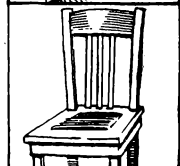
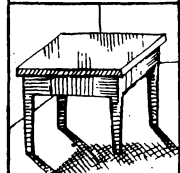
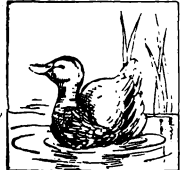
foot  
toes  
hand

bed  
table  
chair



father  
feather  
leaf

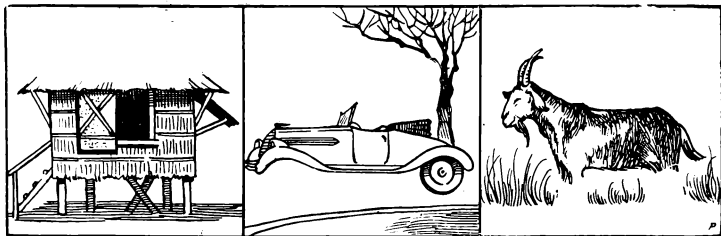
chair  
table  
cup



\* Principal, Malinao Elementary School, Malinao, Albay.

FOR SECOND GRADERS**DRAW THE MISSING PART**

Here we see a picture of a house, a picture of an auto, and a picture of a goat. In each picture something is missing. Can you draw the missing part?



house

auto

goat

**WRITING NAMES**

By TERESA B. CALIMLIM

Write the name which completes each sentence. A name always begins with a capital letter.

1. My name is \_\_\_\_\_.
2. My teacher is Miss \_\_\_\_\_.
3. My father is Mr. \_\_\_\_\_.
4. My mother is Mrs. \_\_\_\_\_.
5. My brother's name is \_\_\_\_\_.
6. My sister's name is \_\_\_\_\_.
7. My aunt's name is \_\_\_\_\_.
8. My friend's name is \_\_\_\_\_.
9. The name of a girl in my room  
is \_\_\_\_\_.
10. The name of a boy in my room  
is \_\_\_\_\_.



FOR SECOND GRADERS

**WHAT ARE THEY DOING?**

By GERVACIA GUARIN \*

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



This baby is sitting under a tree.

This baby is standing in the garden.

This baby is sleeping in the house.



The girl is walking in the street.

The girl is sleeping in a chair.

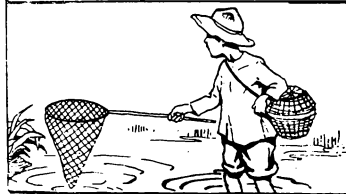
The girl is reading a book.



These boys are swimming in the water.

These boys are playing in the water.

These boys are riding in an auto.



This man is gathering corn.

This man is making a house.

This man is catching fish.

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

FOR THIRD GRADERS**HERDING THE CARABAOS**

By MRS. JOSEFINA ARQUIZA-SANTOS \*



ROLLING AND BERTING are brothers. Their father has three carabaos. Every day the boys herd the carabaos in the meadow. They take them to the field after breakfast.

The carabaos like to stay in the field. They like to eat the green grass. When they feel warm, they like to lie in the mud.

Each of the boys owns a carabao.

One day Rolling said to his brother, "When I grow bigger I shall help father plow the field. I shall use my carabao."

"I will also help father. I shall use my carabao for getting water and firewood," replied Berting.

These two brothers are very helpful. After herding the carabaos they help their father in their vegetable garden.

**SOMETHING TO THINK ABOUT**

Draw a line through each of the wrong words.

1. Rolling and Berting are two (friends, brothers).
2. Their father owns (three, two, four) carabaos.
3. Every day the boys (feed, herd) the carabaos in the meadow.
4. The (cows, carabaos) like to lie in the mud.
5. The carabaos eat (grass, rice).
6. These two boys are (lazy, helpful).
7. They help their (father, teacher) work on the farm.
8. They have a (vegetable, flower) garden.

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

FOR THIRD GRADERS**ON THE BUS**

By GEORGE APPLGARTH



I LOVE to ride on the rolling  
 bus,  
 And sit by the driver's  
 side;  
 So light and easy it carries  
 us  
 Wherever we wish to ride.

But if I ever could have  
 my way,  
 It never would stop at all,  
 But roll away, the livelong  
 day,  
 'Till time for my supper  
 call.

**POLITENESS AT HOME**

By MRS. LEONCIA T. GALICANO \*

1. Mother comes into the *sala* while the children are talking. Not a vacant seat is left. What should you do? (Check the right sentence.)

(a) Let Mother stand while she listens to the talk.

(b) Offer her your chair and find another seat for yourself.

(c) Let her find another seat for herself.

2. Father comes home from his work very tired. He sits down and begins to unlace his shoes. What should you do? (Check the right sentence.)

(a) Bring to father his slippers and his newspaper.

(b) Tell him where he can find his slippers and his newspaper.

(c) Pay no attention to him.

\* Teacher, Moises Salvador Elementary School, Manila.

## MARCHING SONG

*Tempo di marcia*

L. ORMISTON CHANT

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

*f marcato*

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

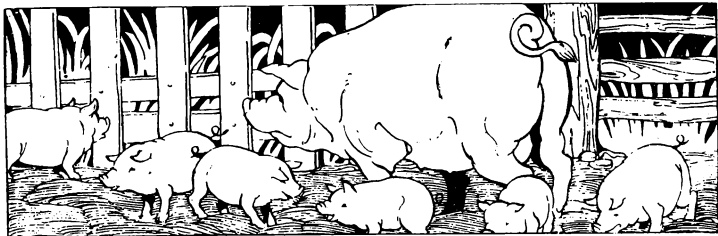
This is the way we clap; clap, clap, clap, clap, clap  
 This is the way we stop; stop, stop, stop, stop, stop.

*sfz*

## A LITTLE STORY FOR LITTLE PEOPLE

### OINKY

By FELISA GAITE-ECHAVEZ\*



*The smallest of these little pigs was Oinky.*

MRS. SQUEALER lived in a nice pen by the side of the road. It was a beautiful pen. That is, it was as beautiful as a pig-pen could be.

She had six little piggy squealers. These six little pigs all lived in the nice, beautiful pen with their mother.

The smallest of the little pigs was called Oinky, because he was always saying, "Oink, Oink! Oink, Oink!"

One day Mrs. Squealer became tired of her pen, even though it was a beautiful pen. She thought she would like to go out for a few hours and look at the world. And besides, across the road she could see some corn-stalks with ears of corn growing on them, and she wanted to eat some of the young ears. Then,

too, it would be nice to root around in the soft earth with her snout.

So she made a hole in the side of the pen through which she could pass. She told the six little pigs not to follow her, because an automobile might pass by and run over them if they were out in the road.

"We will stay right here, mother, until you come back," all the little pigs grunted except Oinky. He grunted, "Oink, Oink! I want to go with you, mother."

Mrs. Squealer answered, "Do not follow me, Oinky. An auto might strike you. Stay with your brothers and sisters. I know you will be safe if you will stay here in our pen. I will come back soon. Perhaps I will bring you an ear of soft corn or

*(Please turn to page 301.)*

\*Teacher, Santa Filomena School, Iligan, Lanao.

## READING TIME FOR YOUNG FOLKS

### A TALE OF A PUPPY

By B. HILL CANOVA



ONCE upon a time there was a little girl named Imogene. She lived on a plantation in the large island of Negros. She had no brothers or sisters. Sometimes she wanted some

playmates very much.

Once her mother took her to see some friends who lived in the capital of that province. These friends had a nice big mother dog with three baby puppies.

Imogene was delighted with the little creatures. She picked each one up, held it gently, and gave it soft little pats. "Nice little puppy, good little puppy, dear little puppy," she said to each of them.

The pups seemed to understand. They walked about as well as they could on their wobbly little legs, and wagged their tails as if to reply, "Nice little girl, good little girl, dear little girl."

"What nice playmates they make," said Imogene. "I wish we had a mother dog with baby pups."

"Would you like to have one of these puppies, Imogene?" the owner of the pups asked.

"Very, very, very much!" exclaimed Imogene, as she jumped up and down and clapped her hands. "Would you really give me one?"

"Yes, I'd like you to have one."

Imogene was so happy she said "Thank you" a dozen times.

"You may have the black and white one."

Imogene picked up the puppy, and rubbing it said, "My own good little puppy dog! You are going to be a fine playmate. You are so cute and funny!"

When they started home, Imogene wanted to take the pup, of course.

"I am sorry," said the owner, "but he is much too young to leave his mother now. He is yours, but you must leave him with his mother until he is old enough to eat by himself. You see he is only a baby now."

Imogene was disappointed because she could not take the new pet home with her, but she knew that what the owner had said was true. She was a brave little girl, and said, "Goodbye, little puppy. I cannot take you home with me until you are old enough to leave your mother."

She hugged the puppy again. "Little puppy, be patient until you grow bigger. Drink your milk, eat your spinach, and take your bath every day as every good child should. By and by you will live at my house, and what fun we will have!"

As soon as she and her mother reached home, she ran shouting to meet her father. "Oh! Daddy, guess what I have."

"A new doll," guessed her father.

"Nicer than that!"

"A new book" was her father's second guess.

"Much nicer than that!"

"My third and last guess is a new dress," said her father.

"Much, much nicer than that! Try

again," begged Imogene, "and this time guess the very nicest thing in the world, and you will be right."

"The very nicest thing in the world is my own little girl."

"Now, Daddy, you are teasing me, because you know I can't have myself—I belong to you and Mother."

"You tell me then. I am not very good at guessing, and I am eager to know what the nicest thing in the world is."

"A real live, wiggly, black and white puppy."

"Oh!" exclaimed Father. "A real live, wiggly, black and white puppy is, indeed, something nice. Show him to me. I like pups very much."

"Well," replied Imogene a bit sorrowfully, "I can't show him to you because he isn't here. He is still such a young puppy he cannot leave his mother. But by and by he is going to grow and then I can bring him home."

"That is fine. It is going to be fun playing with him."

Just then the supper bell rang. "Now it is supper time; suppose we wash our hands," said Father.

Imogene washed her hands as her father had suggested. She was so happy about the pup that she felt that she wanted to obey her parents and be the best girl in the world. She finished her supper with a big glass of milk.

As the family left the supper table Imogene asked, "Mother, as soon as I brush my teeth will you read me a story before I go to sleep? Could you find one about dogs? I like to hear about pet dogs."

While Mother was finding the story, Imogene brushed her teeth, giving them the back-and-forth, the up-and-down, and the circular strokes. She felt like doing everything well. She also washed

her face, put on her pajamas, and soon was all ready for bed.

"Shall I read you *The Story of Fife*?" asked her mother.

"Yes, please do. You haven't read that one for a long time. I remember Fife belonged to a little girl about my size when she first owned him. With her head on her pillow Imogene was very quiet while her mother read to her."

When the story was finished, her mother gave her a big bear-hug and tucked the mosquito net in well. The little girl soon fell into a peaceful sleep.

The next morning as soon as Imogene opened her eyes she called, "Mother, do you think my puppy is big enough so that I can bring him home today?"

"No, not today. It will be about two weeks before we can have him."

"Two weeks! Such a long time,"

(Please turn to page 297.)



## THE MONKEYS AND THE MOON

By ANGEL V. CAMPOY \*



MR. MONKEY-MONK sat thoughtfully under a coconut tree. Since the old woman had gone away from her field of bananas everyone of his large monkey family had been kept busy all day long. They had to clean around the banana clumps, cut off the dead leaves, and plant beans between the bananas to keep the grass from growing tall under them. When the bananas began to bear fruit, they had to top off the flowers to make the fruit ripen faster. When harvest time came, every monkey was busy gathering the luscious fruit. They had all the bananas they could use and more too. They thought they owned all the bananas in the world.

They worked hard, indeed, gathering this great harvest. While they were

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

working, Mr. Monkey-Monk sat thinking to himself. "All work and no play makes dull monkeys," thought he. "I must give everyone some time to play."

He thought very hard. "I have it," he said after a while. "It is only at night that the monkeys would have time to play, because during the daytime there is very much work to be done. Yes, a good time to play would be at night while the moon shines. Then all the monkeys could play 'tag' in the moonlight, or chase one another among the tree-tops. But when the moon does not shine and the nights are dark, every monkey would have to stay at home. There could be no playing then. I wish it were moonlight every night, all night long."

Then Mr. Monkey-Monk thought and thought some more. "I wish it were moonlight every night, all night long." He kept thinking this over and over.

At last he had an idea. "Why couldn't the moon be made to shine every night, all night long?" he asked. "Splendid! Then the monkeys could work all day long and play all night long."

So he called all the monkeys together. When they were gathered together he told them his plan.

"Good!" said a little monkey. "That's a fine idea! But how can we make the moon shine every night all night long?"

"That's exactly what I called you for," Mr. Monkey-Monk told them. "I want somebody to think of a plan by which we can make the moon shine every night, all night long. How can we get the moon so we can make it do what we wish?"

"That's easy," a middle-sized monkey answered. "We'll all climb to the top of



the tallest coconut tree. Then we'll climb on the top of each other's shoulders, and the monkey at the very top can reach up and get the moon."

"The very thing to do," all the monkeys agreed.

So the next evening they watched for the moon. When it shone right above the tallest coconut tree, the monkeys climbed to the top of the tree and then climbed on top of each other's shoulders.

Then they tried to get the moon, but even the tallest monkey at the very top could not reach it. After a while they all got tired and gave up for that night.

Not long after that on a moonlight evening, as Mr. Monkey-Monk sat under a tree thinking about how to get the moon, one of the wisest old monkeys came running to him.

"Oh, Mr. Monkey-Monk," he cried, "the moon has fallen down into our well. Now we can get it and make it shine for us every night, all night long."

Old Monkey-Monk jumped up and hurried to the well as fast as he could. He looked down into the clear water. Yes, it was true. The moon had fallen into the well. With his very own eyes he could see the moon right there in the water.

"Come, let us get the moon out of the well," he said to the monkeys around him.

"How shall we get it out?" asked one of the youngest monkeys.

Every monkey began scratching his head and thinking.

Finally the wisest of the monkeys made a suggestion. "This is the way, Father Monkey-Monk, that we can get the moon out of the well. Let the biggest monkey hold on to that branch of the tree over the well. The next monkey will hold on to his tail; the next one will hold on to the

tail of the second monkey, and so on. We will have a string of monkeys extending into the well. The last monkey can reach down into the water and get the moon and bring it up, so we can make it shine for us every night, all night long."

The idea sounded very good, and everybody agreed to do his part in order to get the moon. The biggest monkey climbed up and held on to the branch of the tree just over the well. The next

*(Please turn to page 301.)*



## A POET OF THE PHILIPPINES

By BERT PAUL OSBON \*

I SUPPOSE that in the Philippines, as in other countries, there are a few real poets and many with poetical aspirations. To the group of Filipinos who are able to express in English worth-while thoughts in a truly poetic manner belongs, I believe, the name of Marcelo de Gracia Concepcion.

Mr. Concepcion has had several volumes of poems published. One of these, a collection called *Azucena*, was accepted and published by the very conservative publishing house of Putnam. That is a signal honor, indeed. Any author whose work, especially a book of poems, is accepted and published by G. P. Putnam's Sons of New York is a writer of merit. Mr. Concepcion has the honor of being the first Filipino to have a book of poetry in English accepted by any American publisher.

Let us read one of the poems of this talented writer. I have chosen one which I think is beautiful. In it the author glorifies a humble native of the Philippine Mountain Province, the Ifugao mountaineer musician.

\* Formerly Reader and Critic of English Composition; New York University, New York City, U. S. A.

### THE IFUGAO MAN

By M. DE GRACIA CONCEPCION

He is a musician—  
The Ifugao is.  
He makes music  
With the drum  
With the *ganza*,  
And with the bamboo flute.

He walks down the  
trail  
Erect and straight,  
For he is a mountain  
man  
You see.  
And he walks down  
the hill  
With a song  
On his lips.  
The Ifugao man is  
A music-maker;  
He's also a maker 'of  
dances  
With his *ganza*,  
And with his bam-  
boo flute,  
As he makes his way  
down the hill.



*Marcelo de Gracia Concepcion*

Perhaps the reader would be interested in knowing about this poet of the Philippines: Marcelo de Gracia Concepcion went to school at Santa Maria, Ilocos Sur, under early American auspices. He has, he writes, "affectionate regards for the American school-teacher who taught the children how to respect the rights of others," for from that simple teaching grew his understanding of the Golden Rule which

(Please turn to page 296.)

# The Sirdar

Oriental March

IPPOLITOFF - IVANOFF

*Mazurka*

*p*

3

Detailed description: This system contains the first four measures of the piece. The music is in 3/4 time with a key signature of two flats (B-flat and E-flat). The right hand features a melodic line with eighth and sixteenth notes, including a triplet of eighth notes in the third measure. The left hand provides a rhythmic accompaniment with chords and single notes. The dynamic marking is piano (*p*).

*mf*

Detailed description: This system contains measures 5 through 8. The melodic line continues with eighth and sixteenth notes. The left hand accompaniment consists of chords and single notes. The dynamic marking changes to mezzo-forte (*mf*) in the fifth measure. A triplet of eighth notes appears in the eighth measure.

3

Detailed description: This system contains measures 9 through 12. The melodic line continues with eighth and sixteenth notes. The left hand accompaniment consists of chords and single notes. A triplet of eighth notes appears in the tenth measure.

1 2

*f* *ff*

Detailed description: This system contains measures 13 through 16. The first measure has a first ending bracket above it. The second measure has a second ending bracket above it. The melodic line continues with eighth and sixteenth notes. The left hand accompaniment consists of chords and single notes. The dynamic marking changes to forte (*f*) in the first measure and fortissimo (*ff*) in the second measure. A triplet of eighth notes appears in the first measure.

## MUSIC APPRECIATION SECTION

### THE SYMPHONY ORCHESTRA

By BERT PAUL OSBON

(Continued from the July number)

#### VIII. THE INSTRUMENTS OF THE BRASSWIND SECTION



*Trumpet*

*French horn*

*Trombone*

*Bass trombone*

*Tuba*

PERHAPS the instruments most interesting to the boys are those belonging to the brass section. Boys, why do you like this group of instruments so well? Is it the shiny bright metal that gleams in the light, or the loud sound that is sometimes heard from this section of the orchestra? While the brass instruments usually have a part in the loud music, they are often also heard in the very soft passages.

The player of each of these instruments plays them by blowing wind into them; they are made of brass (but are sometimes plated with nickel or silver or gold). Therefore this is called the brass-wind section.

This section has four instruments: the trumpet, the French horn, the trombone,

and the tuba. Let us now learn something about each of these instruments.

#### *The Trumpet*

The trumpet is the soprano of the brass choir of the orchestra. This instrument had its origin in the first primitive instruments made by man from the horns and tusks of animals, or from hollow conch shells. The ram's horn trumpet, or *shofar*, was used by the ancient Hebrews to call the members of their congregation together. It is still used sometimes in modern Jewish synagogues.

Military trumpets of metal were used by the ancient Greeks and Romans, and descendants of these early instruments were used during the middle ages.

In the middle ages every nobleman had his own trumpet call. Shakespeare often calls this a "sennet" or a "tucket." A herald in those times was always provided with a trumpet. European monarchs, including Charles V of Spain and Henry VIII of England, had special bands of trumpeters who took important parts in the ceremonies of those days.

The modern trumpet of the symphony orchestra looks somewhat like a cornet. (See the illustration on page 282.) However, the tone of the trumpet is much more brilliant and triumphant than that of a cornet. When the entire orchestra is playing on some mighty strain, you will very likely hear the trumpets' melody leading out.

The trumpet consists of a narrow cylindrical tube about eight feet in length coiled in rectangular shape. At one end is a cup-shaped mouth-piece; the other end expands into a conical bell.

The tone of the trumpet is noble and triumphant. It adds brilliancy to the entire orchestra.

The modern symphony orchestra commonly employs two trumpets, although four are sometimes used.

#### *The Cornet*

The cornet is an invention of the early nineteenth century, developed from the bugle. It is a valve instrument like the trumpet, but its tone is not so brilliant or heroic. The tube of the cornet is not cylindrical like that of the trumpet. It is easier to play than the trumpet.

#### *The French Horn*

The French horn is the alto of the brasswind section. Its origin is traced to the old hunting horn, which consisted of a metal tube coiled around so as to fit over the head of a hunter on horseback.

The French horn has a large bell. The bell is at the end of the instrument opposite the mouthpiece. The player frequently puts his right hand into the bell to raise or lower the pitch or change the tone quality. (See the illustration on page 282.) The tone of the French horn may be sweet and mellow, but by placing his right hand inside the bell at a certain angle, the player can produce a harsh and nasal tone. Watch the French horn player if you attend a concert by a symphony orchestra.

#### *The Trombone*

The trombone is a very old instrument. It is said to have been used by the ancient Romans. In the middle ages this instrument was called a "sackbut" from a Moorish word meaning "pump." The player of a slide trombone (page 282) pulls the slide back and forth somewhat like a pump; hence the ancient name.

This movement of the slide lengthens or shortens the column of air in the tube, thus lowering or raising the pitch. The player of this instrument must have a "good ear," for the pitch is determined by the distance he slides this tube back and forth.

The trombone possesses a noble dignity, almost sacred. For many years it was used in the medieval churches, where it produced a grand effect.

Although the trombone is an exceedingly powerful instrument as to volume of sound, it is capable also of a soft tone, which can on occasions be quite awe-inspiring.

The modern symphony orchestra generally uses three trombones. Sometimes

(Please turn to page 302.)

## HEALTH AND SAFETY SECTION

### SOME SIMPLE REMEDIES

IN this article, which is compiled from United States government sources, some simple remedies are given for bites and stings of mosquitoes, fleas, scorpions, spiders, centipedes, etc.

#### *Mosquito Bites*

The mosquito is one of the worst insect pests as every one who has lived in mosquito districts well knows.

Spirits of camphor rubbed upon the face and hands, or a few drops on the pillow at night will keep mosquitoes away for a time.

Another remedy is oil of pennyroyal. Camphor and pennyroyal may both be obtained at any drug store. Neither of these remedies is durable; that is, a single application will not last through the night.

Oil of peppermint, lemon juice, and vinegar have all been recommended, while oil of tar has been used in regions where mosquitoes are especially abundant.

Oil of citronella is one of the best substances to be used in this way. A good mixture is as follows: Oil of citronella, one ounce; spirits of camphor, one ounce; oil of cedar, one-half ounce. Rub a few drops on the face, hands, and exposed parts of the body.

#### *Stings of Spiders, Centipedes, and Scorpions*

The stings of spiders, centipedes, and scorpions may cause weakness, headache, sweating, and vomiting, but they hardly ever cause a person to die.

The wound should first bleed as much as possible. Then tincture of iodine should be applied. An ice compress should be

placed over the wound. A moderate stimulant may be given. This may be aromatic spirits of ammonia, 30 drops in water every hour. Also give half a cupful of strong black coffee if necessary.

#### *Bites of Fleas*

These pests are often met with in camps and elsewhere.

It is said that oil of pennyroyal applied to the body will keep fleas away. Kerosene will kill them.

The itching and irritation from the bites may be relieved by a lotion of carbolic acid and boric acid. It should be applied by dabbing it on with a small wad of cotton.

To make the lotion, add a level tablespoonful of boric acid powder and 20 drops of pure carbolic acid to a half-pint of hot water. Stir the mixture well, or shake it until the boric acid is dissolved. Cool before using.

This lotion also soothes the irritation caused by mosquito bites.

It is said that cigar ashes, applied when still fresh, will relieve the pain and swelling caused by insect bites and stings.

Place a small portion of ashes on the parts stung, add a drop of water, and rub the resulting paste thoroughly into the skin. It is preferable to use fresh ashes of tobacco, as the recent heat guarantees freedom from impurities. The action of the tobacco ashes is due to the presence of the chemical known as potassium carbonate, which deadens the effect of the small wound made by the insect.

Menthol in alcohol, 1 part to 10, is an excellent lotion for bites and stings which cause a great deal of itching.



# THE LAW OF HEALTH

THE GOOD FILIPINO  
TRIES TO GAIN AND  
TO KEEP PERFECT HEALTH

THE WELFARE OF OUR COUNTRY DEPENDS  
UPON THOSE WHO TRY TO BE PHYSICALLY  
FIT FOR THEIR DAILY WORK. THEREFORE:

I will keep my clothes, my body, and  
my mind clean.

I will avoid those habits which  
would harm me, and will make and  
never break those habits which will  
help me.

I will try to take such food,  
sleep, and exercise as will keep me  
in perfect health.

## ELEMENTARY SCIENCE SECTION

### A VISIT TO THE MANILA AQUARIUM

By SILVINO V. EPISTOLA \*

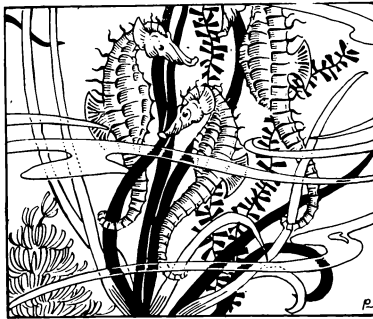
ONE of the most interesting places in Manila, or perhaps in the Philippines, is the Aquarium. It is located in a corner of the Old Wall near Calle General Luna within the bastion of the Real Gate of the old Walled City. An aquarium, you know, is a place where living fishes are on display in glass tanks filled with water.

Recently I went to the Aquarium and spent a very delightful morning visiting this well-kept museum. As I entered through an opening in the Old Wall I was thrilled. Every square foot of this place is of great historic interest. Cannon balls have whizzed over this very wall. Soldiers—Spanish, British, American, and Filipino—at different times have fought for its possession. What interesting scenes, what terrible deeds have been enacted in the shadow of these walls!

Such thoughts filled my mind as I looked at some of the old machinery on display at the entrance of the Aquarium. This machinery was used to raise and lower drawbridge gates at two of the en-

trances of the Old Wall. There, before my very eyes, was the windlass of the Real (Royal) Gate drawbridge. There is also the windlass of the Parian Gate drawbridge, and nearby are two of the posts of the drawbridge of the Real Gate. If those crude machines could speak, what stories they might tell, of the wonderful processions of governors, army officers, government officials, bishops, and priests, who have passed by those posts and windlasses.

I gladly paid my ten centavos for an admission card and entered the Aquarium through the turnstile. In front of me was one of the most charming gardens I have ever seen. In the center of this



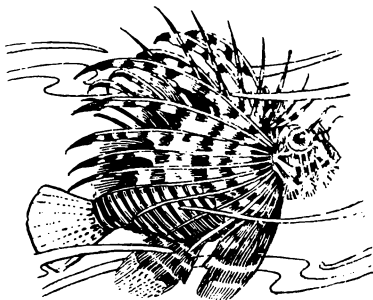
*A Curious Fish—the Sea-Horse*

delightfully cool and beautiful spot is a circular concrete basin, 20 feet or more in diameter, filled with water in which pond lilies are growing. Green leaves of these lilies rest on the surface of the water, and here and there float the beautiful purple blossoms.

In this garden are also tropical trees under which are large cages of birds—pretty little love-birds or gorgeous green, blue, and red parrots. In some of the trees, or in nearby cages, are lively little

\* Student, Arellano High School, Manila.





The scorpion fish has many frills.

monkeys jumping about and chattering in their comical manner.

I noticed also some specimens of giant clam shells, perhaps two feet in length. Such shells are so large that one is sometimes used for a baby's bathtub. The giant clam of the coral islands of the Pacific is the largest shellfish in the world. Such shells are found in the southern waters of the Philippines. The shells often weigh 400 pounds or more, and the clam is said to live from 60 to 100 years. What a pinch a live giant clam could give to one's hand or foot! Occasionally a person is held under water and drowned by this giant shellfish.

I looked above: there on the top of the Old Wall are to be seen artistic trellises and pergolas covered with the large, twisted, woody vines and gorgeous clusters of purple flowers of the bougainvillea, where one may rest and think about scenes which have taken place here during the past 300 years.

In this garden are a number of cages containing Philippine birds and animals. I noticed the Philippine mallard or wild

duck, the purple heron, and the interesting *calao* or hornbill.

The hornbill is found in Luzon. It is a large bird with an immense bill which is hollow and very light in weight. It has a loud, harsh cry, and its flying is laborious and noisy. Its food is mainly fruit and insects. The hornbill lives in holes in trees, plastered up with mud by the male until only a small opening remains. Through this he passes food to the female and to the young.

From a cageful of *mayas*—members of the finch family of birds—I heard sweet songs. There are also cages of parakeets, cockatoos, painted quail, and doves. I saw a number of specimens of the bleeding-heart pigeon, called by the Spaniards "*puña-lada*" which means "stabbed with a dagger," because the bird's white breast looks as if drops of red blood have stained the white feathers.



Leaf Fish

Scalare

In other cages may be seen the red jungle-fowl—an interesting bird of the tropics, many monkeys, several porcupines from Palawan, and a rare specimen, the bear-cat, also from Palawan.

After enjoying this beautiful garden and seeing the interesting birds and animals, I entered the Aquarium itself. The tanks of live swimming fishes are placed in rooms of the Old Wall. At intervals, too, there are native fishing boats which have been used by Filipino and Moro fishermen. The tanks of the Aquarium are faced with plate glass and are lighted by skylights. Each tank is supplied with fresh water and air.

One of the first tanks near the entrance contains specimens of moonfish, so called from the crescent-shaped markings of the tails. A curious thing about moonfish is that they bring forth their young alive.

There are several tanks of groupers and sea-bass. These fish, called *lapu-lapu* in the Philippines, are highly prized for food because of the excellent flavor. They are considered one of the highest type of fish. As I looked at those handsomely shaped specimens, I thought how I would like to go fishing and catch eight or ten like them. One of them would make a good dinner. I read on the placard that there are many varieties of this fish, and that they are widely distributed in the Islands.

Another tank contains a most curious group of fishes known as sea-horses. Each is about six inches long, and the head is shaped exactly like a tiny horse's head. Each has a tail which curls around small branches of weeds; this is said to be the only fish which has a grasping tail. The body is encased in rigid plates and thorny spines. The eggs are carried by the male in a pouch in the

stomach like the kangaroo's until hatched. At times it swims upright with the aid of its single back fin, but usually it remains at rest with its tail curled around a bit of sea-weed to keep from being swept away. They are feeble swimmers. The sea-horse can be found in warm seas, and during the months of July, August, and September they are common in Manila Bay.

Another interesting display is a tank containing sharks. One of these, the spotted shark which frequents beaches, is harmless to man. It eats shell-fish and the like. With its teeth it is able to crush and grind the hardest mollusk's shell, or toughest crab.

There is also a gray shark. This species is fierce, and is very destructive of fishes and fishermen's nets. It is dreaded by all fishermen.

Sharks are common in all waters of the Philippines and neighboring countries. They are the beasts of prey of the sea. The skin (called "shagreen") makes a fine leather. Sharks are hunted in the Philippines for the sake of the oil in their great livers, and for their skin.

Farther on in a tank are the puffers or swell-fish (*botete*) which inflate their bodies by "puffing." This fish is common in the Philippines and is highly poisonous. Of course it is not good for food.

When I saw a tank containing mud-fish (*dalag*) I at once thought of the story of *Dadoy and the Fat Dalag* which was published in the May issue of *The Young Citizen*. This fish is common in slow streams, ponds, and rice fields. Because it has a modified lung, it can live for long periods out of water, according to the placard on the tank. Sometimes it

(Please turn to page 299.)

## ✓ VOLCANOES

A VOLCANO is an opening in the earth's crust from which hot rock is thrown. Usually—but not always—the hot rock is melted, and is then known as lava. The lava may flow out quietly, or it may be thrown out forcibly. When thrown out forcibly much or all of it may be solid.

Small pieces of solid lava are called cinders, but if the pieces are small as sand or dust, they are called ashes or volcanic dust. Besides the lava which issues from volcanoes either in liquid or solid form, many gases or vapors escape from the openings.

Steam is the most abundant vapor which escapes. Steam is the principal force which causes materials to be thrown out. Chlorine, sulphur, and carbon dioxide are the most common gases escaping from volcanoes.

The solid material and the liquid lava which escape from the volcanoes accumulate about the openings, and build up volcanic cones. In the top of a volcanic cone there is usually a depression called the crater. When a volcanic cone becomes high, the lava may break through its sides instead of flowing over the top. Cones built up by lava flows have low slopes; cones of cinders have steeper slopes. Sometimes the old cone of a volcano is wholly or partly blown away. Even large parts of islands where they occur are sometimes blown away.

When the activity of a volcano stops only for a time, the volcano is dormant.

If it stops permanently, the volcano is extinct.

When a volcano is no longer active its crater may be occupied by water. This is called a crater lake.

Volcanoes are often associated with earthquakes, and the violent eruptions of volcanoes sometimes are the direct cause of earthquakes.

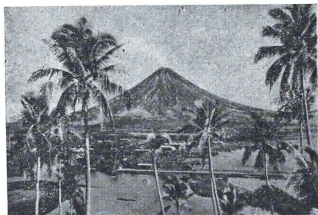
Volcanoes are sometimes very destructive on account of the material blown out rather than the flow of lava. The flow of lava is usually slow, and in most cases it flows only a short distance before it hardens. At the eruption of Mayon Volcano in the Philippines in 1814 churches and other buildings were destroyed by rocks which were thrown a distance of fifteen miles.

The solid matter thrown out of a volcano may be widely distributed. Ashes thrown from Vesuvius Volcano in 79 A.D. buried the Italian town of Pompeii and killed 2,000 people.

Often during a volcanic eruption torrents of rain, due to condensing of the escaping water-vapor, fall with the ashes, changing them into a sort of hot fluid mud, and this sometimes is most destructive in its flow.

In the great eruption of Krakatoa Volcano between Sumatra and Java in 1883, it is thought that pieces of pumice (light, spongy lava) and dust were sent up into

(Please turn to page 299.)



*An active volcano is often quiet.*

## CHARACTER AND CITIZENSHIP SECTION

### THE HONOR OF THE PLAYING FIELD

By ARTHUR MEE

MANY of the great lessons of life come from the games we play in youth. The great healthful games are those played out of doors. In the playing field we should seek, and we may find, a strong arm, a sure aim, a steady eye, and dignity of bearing.

We should keep, as one of the mottoes of our outdoor life, the thought that a noble mind should live in a noble body.

We should play a game for its own sake, and never play it for profit at the expense of somebody else. If a game is not interesting enough in itself we should leave it alone.

*Play the game for the game, and for nothing but the game.*

Our games are our own lessons in noble things. The playing field is, in truth, the high school of life.

We must think of the game and not of ourselves. That game is lost in which one member of the team seeks his own glory. All should work together for a single cause, each playing his part for the general end.

Good sportsmanship, the surrender of self, obedience to the law that holds the team together—these things grow natu-

rally with every game we play, and we should cherish them as a part of ourselves. We should be staunch and loyal and true; our comrades must be able to rely on us.

Especially is it true that we should be good losers; we must be able to yield with grace and cheerfulness to a victor who has played the game. We should leave out haggling, quarreling, grudging, and disputing.

We should be willing to lose a thousand games rather than win one by the shadow of unfairness.

If we hold together in the nation as we hold together in the team, we shall give back to our country a hundredfold the talents entrusted to us.

If we are loyal to our team, to our school, we shall be loyal to our town and to our country. The very beginnings of patriotism lie in our games.

And now, young reader, put down this copy of *The Young Citizen* and go to your games. They will give you strength and courage; they will bring to you unselfishness and manliness. Play them to win, and win if you can do so fairly and honestly.—*Adapted.*





## THE YOUNG CITIZEN PANTRY

RECIPES were given for fruit pies in two previous issues of *The Young Citizen*. In this issue we shall include some recipes for cream pies and similar pies.

### *Cream Pie*

Several different kinds of cream pie may be made. Lemon, banana, mango, maple syrup, or coffee may be used to flavor them. The bottom crust may be covered with berries, raisins, cherries, or other fruits before the cream mixture is poured over them.

Cream filling is made as follows: Mix three-fourths of a cup of sugar with one-third of a cup of flour, one-eighth of a teaspoon of salt, and pour on gradually 2 cups of scalded milk. Cook in a double-boiler for fifteen minutes, stirring constantly until the mixture thickens; then stir it occasionally, cool, and flavor.

### *Cream Fruit Pie*

A tasty method of preparing apple, peach, or any kind of berry pie is to remove the top crust while

## CREAM PIE RECIPES

the pie is still hot, and cover the fruit with a rich cream sauce made as follows: Scald one-half pint of top milk, and thicken it with a tablespoon of cornstarch rubbed smooth in a little cold milk. Add 2 tablespoons of sugar and one egg beaten until light. Flavor with a little vanilla, and set aside to cool. When the pie is done, carefully lift the top crust and fill the pie to overflowing with the cream sauce. Replace the crust and set in a cool place. Serve very cold.

### *Lemon Cream Pie*

Mix one cup of granulated sugar with 3 tablespoons of flour, add 3 tablespoons of lemon juice and beaten yolks of two eggs, one cup of milk, one tablespoon of melted butter, a pinch of salt, and cook until the mixture is thick. Pour into baked pastry and cover with whipped cream.

### *Lemon Pie, German Style*

Fill a baked pastry with the above lemon mixture and cover it with sweet

dough cut in wide strips.

Sweet dough is made as follows: Add one-half of a cup of brown sugar to one cup of flour, one teaspoon of baking powder, and a little salt. Blend in 3 tablespoons of butter, and add just enough milk to be able to roll the dough with a rolling pin. Roll about one-third of an inch thick, and cut into wide strips. Place these across the top of the pie and bake.

### *Butterscotch Pie*

Cream one and one-half tablespoons of butter with one and one-half cups of brown sugar, 3 egg yolks, and one-eighth of a teaspoon of salt; gradually mix in one cup of milk. Mix 3 tablespoons of flour with one-half of a cup of milk, add to the first mixture, and cook in a double-boiler, stirring constantly until the mixture thickens. Cover and continue to cook for 20 minutes. Cool and add one and one-half teaspoons of vanilla flavoring. Pour into a baked pastry shell, and cover with whipped cream.

(To be continued)

## WORK AND PLAY SECTION

### Science Cross-Word Puzzle

By MAXIMINIANO A. VELASQUEZ \*

#### CROSS-WISE WORDS

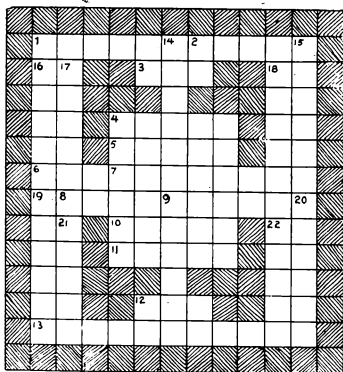
1. Fog high above the earth.
2. A plant without a woody stem.
3. A kind of insect.
4. Useless and injurious plants.
5. Feathered friends of the farmer.
6. A snake-like fish.
7. A distributor of flower pollen.
8. That from which a plant grows.
9. A place for studying elementary

science.

10. Slightly wet or damp.
11. The colored part of a flower.
12. A cloud near the ground.

#### UP-AND-DOWN WORDS

13. The kind of science which you are studying.
14. A false belief about the unknown in elementary science.



\* Principal, Siasi Central School, Siasi, Sulu.

### The Figure Maze

By FRANCISCO CORTES \*

1	9	17	25	33	41	49	57
2	10	18	26	34	42	50	58
3	11	19	27	35	43	51	59
4	12	20	28	36	44	52	60
5	13	21	29	37	45	53	61
6	14	22	30	38	46	54	62
7	15	23	31	39	47	55	63
8	16	24	32	40	48	56	64

In this puzzle are 64 small squares. Each square contains a number. Place your pencil on the square containing number 46.

Can you start from square 46 and make your way to square 19 by passing through every square once (and only once)?

(Solution on page 297)

\* Mandawe Elementary School, Mandawe, Cebu.

15. Divisions of the flower calyx.
16. The dry part of the earth.
17. Air in motion.
18. A collective name for plants, animals, air, water, etc.
19. Heavenly bodies larger than the earth.
20. A place in which to grow plants.
21. Water surrounded by land.
22. Condition of water containing earth.

(Answers on page 301)

## DO YOU KNOW HOW TO USE YOUR LIBRARY?

By CANDIDO ARELLANO \*

In this article ten different library situations are listed. What would you do in each situation? Read the first situation; then read carefully the three questions which follow it. Write *yes* or *no* in the blank after each question.

Do the same thing with each of the other situations listed. Then compare your answers with the correct answers.

### Situation No. 1

A pupil wants to read a certain article in *The Young Citizen*. He has the magazine and he wants to find the article as quickly as he can.

(a) Should he ask a friend on which page the article is printed?

(b) Should he turn to each page of the magazine until he finds the article?

(c) Should he look at the table of contents on the first page of the magazine?

### Situation No. 2

A girl is reading a serial story in *The Young Citizen*. She read the first installment of the story in magazine No. 4.

\* Teacher-Librarian, Tanauan Elementary School, Tanauan, Batangas.



Now she wants to read the second installment.

(a) Will she find it in magazine No. 3 of that volume? \_\_\_\_\_

(b) Will she find it in No. 2? \_\_\_\_\_

(c) Will she find it in No. 5? \_\_\_\_\_

### Situation No. 3

A pupil who is studying health education wants to find information about Pasteur.

He goes to the General Works Section of the library. He expects to find the desired information in the encyclopedia.

(a) Will he find the information in the volume of the encyclopedia labeled *Owe-Sis*?

(b) Will he find it in the volume labeled *Lap-Owe*?

(c) Will he find it in the volume labeled *Gat-Lap*?

### Situation No. 4

A pupil wishes to find out what qualifications one must possess in order to be eligible to be elected mayor of the city in which he lives. He thinks he will find the information in a book on Philippine government.

(a) Should he use the table of con-

(Please turn to page 300.)

## HISTORY SECTION

### HOW WE GOT OUR ALPHABET

OF course you know your ABC's or you would not be reading this. But do you know their wonderful history? Do you know that A was once the picture of an eagle, and B of a crane? That N was the water's waves and D a hand? That R was a man's mouth and O his eye?

Do you know why it is that so many people can read in lands where English, French, Spanish, Portuguese, Italian, Hungarian, Polish, Dutch, or German is spoken, and why so few can read in China? It is not because European peoples prize education more highly than do the Chinese, for nowhere in the world is a scholar more honored than in the mysterious land of China. The reason is that a Chinaman must know about 3,000 different signs to read even an ordinary Chinese book, and a really learned Chinese must know over 40,000 different word signs. Every *thing* or *idea* in Chinese writing has its separate sign. In Europe, America, and the Philippines, on the other hand, we need to learn only the 26 letters or so that make up an alphabet. This great advantage of the alphabet arises from the fact that its letters now represent certain *sounds*, instead of things, by combining which we form syllables and words.

The term "alphabet" comes from the two words *alpha* and *beta* which are the names of the first two letters of the Greek alphabet.

Alphabetic writing was developed from syllabic writing, which in turn grew out of picture writing such as the Chinese still use. The Egyptians apparently were the first to invent the al-

phabet about the year 3,000 B.C., although it never displaced their hieroglyphic (picture) writing.

The ancient people of the island of Crete, in the Mediterranean Sea, also possessed an alphabet at an early date. But it was the Phoenician traders first of the cities of Tyre and Sidon (cities in Asia Minor), and the merchants of the city of Damascus later, who spread the knowledge of alphabetic writing in general throughout the whole world outside of China and Japan.

All the alphabets of Europe were derived, either directly or through the Latin (Roman) from the Greek, which in turn had its source in the Phoenician system derived from the Egyptian picture writing (hieroglyphics).

The Latin or Roman alphabet, which came into use in Italy about six centuries B.C., became the medium for the classical literature of Rome. The oldest Roman inscriptions show the original Greek letters in simplified forms.

The Roman alphabet is used for English. The German alphabet also comes from the Latin (Roman), but the letters retain the queer Gothic shapes of the middle ages. The Spanish, Portuguese, Italian, and French alphabets were, of course, derived from the Latin. The Russian alphabet was derived indirectly from the Greek. Of course, each nation has introduced such modifications or additions as are necessary to express the sound of the language peculiar to it.

As trade and travel bring the different nations closer together, there is a general tendency to adopt the Roman alphabet.



The Japanese have begun to use it for commercial purposes, although their literature is still written in Chinese characters. Even China has taken some steps to do away with its old system and to develop alphabetical writing. In 1928 Turkey abandoned the Arabic alphabet, in which the Koran is written, and adopted the Latin form.

A good reason for the general adoption of the Roman alphabet is the fact that much of the writing of the world is done by means of the typewriter. This machine is possible for writing those languages which have an alphabet of 25 or 30 different letters.

Probably in the course of time all nations, including China and Japan, will adopt the alphabet which we use, the Latin or Roman, which came from the ancient Egyptian picture-writing through the Phoenician and the Greek systems.

Study the table on this page and see how our modern ABC's go back to the Egyptian hieroglyphics.—*Adapted from Compton's Pictured Encyclopedia.*

EGYPTIAN HIEROGLYPHICS	Phoenician	Greek	Roman
eagle		A	A
crane		B	B
throne		Γ	C
hand		Δ	D
moeander		E	E
cerastes		Υ	F
duck		Ζ	Z
sieve		Η	H
tongs		Θ	...
parallels		Ι	I
bowl		Κ	K
lioness		Λ	L
owl		Μ	M
water		Ν	N
chairback		Ξ	X
.....		Ο	O
shutter		Π	P
snake		...	...
angle		...	Q
mouth		Ρ	R
inundated garden		Σ	S
lasso		Τ	T

*The Development of Our Alphabet.*

#### REVIEW

1. Name as many modern alphabets as you can which came directly from Latin.

2. From what alphabet was the Latin alphabet taken?

3. What was the source of the Greek alphabet?

4. What ancient nation seems to have invented the alphabet?

5. Why is the alphabet used in the writing of European nations better than the Chinese method of writing?

6. Do you think all nations will ever use our alphabet? Why?

7. Will the use of the typewriter help to spread the general use of our alphabet? How?

8. Trace the development of five English letters from Egyptian hieroglyphics.

## WHEN I'M A LADY

*(Continued from page 267)*

When I'm a lady, a lady,  
 A cook I'll be if I can—and I can!  
 I'll make some cakes and candies sweet,  
 I'll bake the bread and roast the meat;  
 I'll give the children tasty food,  
 So they'll be healthy as they should,  
 When I'm a lady.

When I'm a lady, a lady,  
 A teacher I'll be if I can—and I can!  
 I'll teach the children "to do and say  
 The kindest thing in the kindest way";  
 I'll teach the boys who are noisy and bad,  
 I'll make them good, I'll make them glad,  
 When I'm a lady.

When I'm a lady, a lady,  
 A doctor I'll be if I can—and I can!  
 I'll cure the sick, I'll help the poor,  
 I'll heal the beggar who comes to my  
 door;  
 I'll stop the fever, I'll stop the chill,  
 I'll make the folks get well who are ill,  
 When I'm a lady.

When each is a lady, a lady,  
 We'll do these things if we can—and we  
 can!  
 We all will work in our little space,  
 And make this world a better place;  
 We'll always be cheerful, we'll always  
 smile,  
 We'll try to help others all the while;  
 And patient and kind and loving we'll be,  
 When each of us is a grown lady,  
 When each is a lady.

## A POET OF THE PHILIPPINES

*(Continued from page 280)*

teaches "Do unto others as you would  
 have others do unto you."

Out of that teaching grew his "interest  
 in the things of Nature—the birds, in-  
 sects, animals, plants, trees, and event-  
 ually a love for everything about the lives  
 of people," says Mr. Concepcion. This  
 is shown in the following rather curious  
 modernistic poem written in blank verse:

## QUEENS OF THE BEANS

By M. DE GRACIA CONCEPCION

Maria Ana and  
 Ana Maria  
 Are growing their beans—  
 Row

upon

row,

With which to build  
 Their House of Dreams.

Maria Ana and  
 Ana Maria  
 Have only one desire:  
 To be

queens

of the beans,

With which they built  
 Their House of Dreams.

And it was a seller of peanuts  
 Who wrote these fancy things  
 While crossing the Bridge of  
 Spain.

Mr. Concepcion spent some fifteen  
 years in the United States. He served  
 three years in the United States navy.

Later he went to Alaska and worked  
 in the great salmon canneries. During

*(Please turn to page 299.)*

## A TALE OF A PUPPY

*(Continued from page 277)*

complained Imogene.

"The time will pass quickly. He will soon be with us."

Imogene told everyone who came to the house about the promised pet. She could hardly talk of anything else.

By and by a letter came saying the pup was now big enough to eat by himself. "Hurry! Hurry! Everybody hurry up and let's go to get my dear little puppy."

Away they went. Imogene sat in the back of the auto singing. She made up the words of her song. This is what she was singing:

"Hurry up! Hurry up!  
We're going to get a pup  
That can drink from a  
cup.

Hurry up! Hurry up!"

As they approached the golf course, Imogene's father said, "I'll stop here for a game while you two visit your friends and get the pup."

Imogene could not imagine how anyone could be interested in golf when there was a pup to be gotten. However, Daddy had ways of his own, so she said

nothing. She and her mother drove on.

The little dog seemed to know Imogene. He leaped about and licked her hands and ankles. The other children wanted to play hide-and-seek. If Imogene went to hide, the little dog followed her.

When it was time to go home, Imogene took the puppy in her arms, and thanked her friends many times. As she and her mother drove up to the golf course, her father heard his little daughter's voice calling to him: "Come, Daddy,

come quick! I have the puppy. Come and see him."

"That is fine," said Daddy. "A real live, wiggly, black and white pup!"

As they rode home, Imogene wanted her little pet to sit still in her lap and let her sing to him. But puppies will be puppies, and this one wiggled, squirmed, and squealed. He simply couldn't stay in one place more than a few seconds at a time.

Imogene was patient with him, for she knew that she did not like to sit still very long at a time.

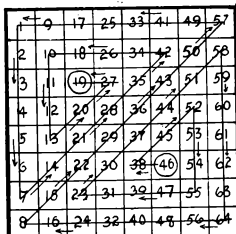
She was very, very happy. She had her own dear little puppy, and was on the way to her own home. What fun to have a puppy of your own!

Imogene was very sure that he was the finest puppy that ever lived. Of course he was, for Mother and Daddy both said so.

## FIGURE MAZE

*(Solution to puzzle on page 292)*

Put your pencil on square number 46. Draw a line from 46 to 38. Then draw a line diagonally to 52. Then to 55, 23, 58, 64, 8, 57, 1, 7, 42, 10, 13, 27, and 19.



## SOME QUESTIONS

1. Did you like this story? Why?
2. Should you always be kind to your pets? Tell why.

## SOME IMPORTANT BIRTHDAYS AND EVENTS OF AUGUST

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

- 1: Jose Rizal left Dapitan, where he had been living in exile, 1896.
- 2: Resident Commissioner Elizalde, representative of the Philippines at Washington, was born, 1896.
- 3: Columbus sailed from Spain on the voyage that resulted in the discovery of the New World, 1492.
- 4: The present Queen Elizabeth of England was born, 1900.
- 5: The first Atlantic cable was completed, 1858. Robert Taylor, actor, was born, 1911.
- 6: Lord Tennyson, famous English poet, was born, 1809.
- 7: Former Governor-General Wood died, 1927.
- 8: The great Spanish Armada was destroyed, marking the decline of Spanish sea power, 1588.
- 9: General Aguinaldo discussed peace terms with the Spanish, 1897.
- 10: Magellan's fleet left Spain to sail around the world, 1519.
- 11: Fulton's first steamboat ran from New York City up the Hudson River to Albany, 1807.
- 12: A protocol of peace was signed between Spain and the United States, 1898.
- 13: Florence Nightingale, famous English nurse whose influence caused the founding of the Red Cross, died, 1910. American troops occupied Manila, 1898.
- 14: Jacinto Zamora, patriot, was born, 1835.
- 15: The Panama Canal was opened, 1914. Napoleon Bonaparte was born, 1769.
- 16: Naval Battle in the German Bight, 1917.
- 17: An airplane established an endurance record of 26 days and 23 hours aloft, near St. Louis in the the United States, 1930.
- 18: Luis Yangco, shipping pioneer of the Philippines, was born, 1841.
- 19: Orville Wright, who, with his brother, invented the airplane, was born, 1871. President Manuel L. Quezon was born, 1878.
- 20: Legaspi died, 1572.
- 21: Princess Margaret Rose of England was born, 1930.
- 22: The famous Culion Leper Colony was established, 1904.
- 23: Felipe Buencamino, Filipino patriot, was born, 1848. Assemblyman Felipe Jose was born, 1888.
- 24: Secretary Jorge Vargas was born, 1890.
- 25: Bret Harte, famous American author of adventure stories, was born, 1836.
- 26: A war cry against Spain was raised at Balintawak, 1896.
- 27: The first ascent was made in a hydrogen balloon, 1783.
- 28: Leonor Rivera, sweetheart of Jose Rizal, died, 1893.
- 29: The Jones Autonomy Law was approved, 1916. Assemblyman Juan Luna was born, 1894.
- 30: Marcelo H. del Pilar was born, 1850.
- 31: Secretary of War Hurley arrived in Manila, 1931.

## MANILA AQUARIUM

(Continued from page 288)  
travels overland to other ponds. It is well known as a food fish in the Philippines.

Some very noticeable fish are the scalares which have long appendages on the upper and lower parts of their bodies. This fish is most attractive in appearance. It is sometimes called the "king" of fishes on account of its beauty and royal, dignified manner.

I was interested in looking at the climbing perch which also can live for a while out of water. This fish can crawl up trees for six or seven feet by using its fins. In the same way it can crawl on land.

A curious specimen on display is the archer fish (*cataba*). When it sees an insect on a leaf or a branch, it "shoots" from its mouth drops of water which bring the insect down. This fish is a very accurate marksman, I read on the placard of the tank.

I was interested in looking at a queer, rather pretty specimen known as the scorpion fish. It is striped and has many feather-like appendages or frills. It is dreaded by fishermen on account of its venomous spines.

In another of the tanks are several specimens of the

moray, a very long, slim fish which looks somewhat like a snake. It is a fierce, biting creature.

There is a pool of running water in one of the corners filled with a number of fine looking food fish. In another similar place there are some large turtles.

I saw several banded water snakes in one of the tanks. Although this snake is poisonous, it is caught in large numbers for its skin which is made into leather. This snake is found in all parts of the Philippines.

Other tanks contain specimens of dwarf gourami fish, surgeon fish, many mullets, some carp, many specimens of beautifully silvered tarpon, a leaf fish, so called because it is shaped like a leaf, and numerous other species.

Outside the Aquarium are some crocodiles and a monitor lizard (*bayawak*). This kind of lizard sometimes attains a length of two meters, and is thought to be semi-aquatic. It is found in swamps and along rivers.

I enjoyed my visit to the Aquarium very much, and advise every boy and girl who can possibly do so to go there if they have not already paid a visit to the place. It is well worth the time and effort.

## VOLCANOES

(Continued from page 289)

the air 20 miles by the violent explosion; some of the dust was carried by currents in the upper air completely around the earth.

The picture on the cover of this issue of *The Young Citizen* shows Mayon Volcano in eruption. A short history of Mayon Volcano will be found on page 144 of *The Young Citizen* for April, 1939.

## POET OF THE PHILIPPINES

(Continued from page 296)

this experience, although it was brief, he took keen interest in the many and various peoples of the canneries. There he worked side by side with Greeks, Italians, Mexicans, Koreans, Kanakas, Puerto Ricans, Chinese, Japanese, Americans, Alaskan Indians, Panamanians, Canadians, and Filipinos.

The money saved from his earnings in the salmon canneries enabled him to enter college. First he attended the University of Washington, and later the University of California at Los Angeles.

During Mr. Conception's attendance at the University of California he began to develop his latent ability as a writer. He became associated with the

(Please turn to page 302.)

## YOUR LIBRARY

(Continued from page 293)

tents to find the desired information? \_\_\_\_\_

(b) Should he use the list of illustrations? \_\_\_\_\_

(c) Should he use the index? \_\_\_\_\_

## Situation No. 5

A boy wishes to find the meaning of the word *minute*. He has opened the dictionary to the page which has MALEDICTION and MAMMALIA as the guide words.

(a) Will he find the word for which he is looking on the page to which he has opened? \_\_\_\_\_

(b) Will he find it on a page following the one to which he opened? \_\_\_\_\_

(c) Will he find it on a page preceding the one to which he opened? \_\_\_\_\_

## Situation No. 6

A pupil lost a library book. He wants to know the cost price of the book so he can get money from his father to pay for it.

(a) Will he find the cost given in the shelf list? \_\_\_\_\_

(b) Will he find the cost given in the accession book? \_\_\_\_\_

(c) Will he find the cost given in the card catalogue? \_\_\_\_\_

## Situation No. 7

A pupil wishes to read a book called *The Philippine*

*Revolution* by Kalaw.

(a) Should he go to the Fiction Section to find that book? \_\_\_\_\_

(b) Should he go to the Music Section? \_\_\_\_\_

(c) Should he go to the Filipiniana Section? \_\_\_\_\_

## Situation No. 8

A girl is in the library looking for a reference book numbered 919.14. She is standing in front of a book numbered 917.14.

(a) Should she move to her left to find the desired book? \_\_\_\_\_

(b) Should she move to the right? \_\_\_\_\_

(c) Should she go to the General Works Section? \_\_\_\_\_

## Situation No. 9

A pupil is studying geography. In order to work out a certain problem on his work sheet he needs a book by Allen called *A History of the United States*.

(a) Should he go to the Reference Division to find the work? \_\_\_\_\_

(b) Should he go to the Circulation Division? \_\_\_\_\_

(c) Should he go to the Binding Section? \_\_\_\_\_

## Situation No. 10

A girl in the library has forgotten the title of a book she wishes to borrow. To make matters worse she has also forgotten her assignment note-book that con-

tained information about the book she needs.

(a) Should she consult the accession book? \_\_\_\_\_

(b) Should she try her luck by going along the shelves with the hope of coming across that title? \_\_\_\_\_

(c) Should she consult the card catalogue and look for the author card of the book? \_\_\_\_\_

If you were able to answer all the questions correctly, you have a fairly good idea as to how to use your library.

A library is the world's storehouse of knowledge. Therefore you should be very familiar with the methods of using this great storehouse. Any information which you may want is there, so learn how to find that information quickly and easily.

## ANSWERS

- |            |            |
|------------|------------|
| 1. (a) No  | 6. (a) No  |
| (b) No     | (b) Yes    |
| (c) Yes    | (c) No     |
| 2. (a) No  | 7. (a) No  |
| (b) No     | (b) No     |
| (c) Yes    | (c) Yes    |
| 3. (a) Yes | 8. (a) No  |
| (b) No     | (b) Yes    |
| (c) No     | (c) No     |
| 4. (a) No  | 9. (a) Yes |
| (b) No     | (b) No     |
| (c) Yes    | (c) No     |
| 5. (a) No  | 10. (a) No |
| (b) Yes    | (b) No     |
| (c) No     | (c) Yes    |

## OINKY

(Continued from page 275)  
something else nice to eat."

But Oinky wanted to go. "Don't go! Don't go!" grunted the other little pigs.

Oinky would not listen. He started to follow his mother when she was out in the road.

When Mrs. Squealer saw Oinky following her, she drove him back into the pen.

Oinky went back, but when his mother was far away, he ran as fast as he could to follow her. The other little pigs squealed to Oinky to come back, but he did not listen to them—he went right on.

Just as he was in the middle of the road, an automobile came along very fast.

Oinky tried to get out of the way. He ran as fast as he could, squealing loudly.

But too late! The auto struck him on the head. Little Oinky gave a squeal and then lay stretched out by the roadside.

The other little pigs in the pen saw what had happened. They began to squeal. "Poor Oinky!" they said. "He has been killed by an automobile. Oh, Oinky! Why did you not do as our mother told you, and stay in our beautiful pen? Then you would not have been struck by an

auto."

Mrs. Squealer heard the noise made by her children in the pen, so she started back to see what was the matter.

Soon she saw the lifeless body of poor little Oinky by the side of the road.

The mother squealed also when she saw what had happened. At once she went to the pen to her other five children.

"Children, you see what happened to Oinky because he did not obey? You should obey your mother until you are old enough to take care of yourselves," said Mrs. Squealer.

"We will, mother. Indeed we will," squealed the little pigs. "It is always best for children to obey their mothers. We see what happened to Oinky because he did not obey you."

"Don't forget that, children," said Mrs. Squealer.

Oh, little piggy, little piggy! Why did you not obey your mother?

## ANSWER THESE

1. Why was the little pig called Oinky?
2. What did Mrs. Squealer tell Oinky? Why?
3. What happened to Oinky?
4. Should you always obey your mother and teacher?

## THE MONKEYS

(Continued from page 279)

monkey took hold of his tail. He was followed by the other monkeys, each of whom held to the tail of the monkey above him. Thus they formed a long chain of monkeys which reached down to the bottom of the well.

"Now get the moon," Mr. Monkey-Monk said to the last monkey down in the well.

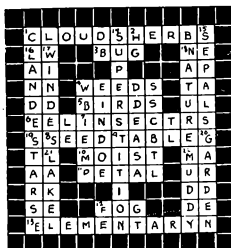
The last monkey dipped his hand down into the water, but when he did so, the moon disappeared. He tried several times and every time the moon disappeared.

You see it was the reflection of the moon in the water which the monkeys saw, so whenever the water was disturbed by the hand of a monkey, the reflection could not be seen.

(Please turn to page 302.)

## CROSS-WORD PUZZLE

(Answers from page 292)



## THE MONKEYS

*(Continued from page 301)*

As soon as the water was quiet, the reflection appeared again.

"Get it quickly," Old Monkey-Monk shouted. "It will soon drown if you do not get it quickly."

The last monkey dipped his hand into the water again, but again the moon disappeared. By and by the reflection reappeared.

Mr. Monkey-Monk was tired of waiting, so he decided to go after the moon himself. He climbed down the chain of monkeys, down to the water.

By this time the hands of the biggest monkey had become very tired from holding the branch of the tree so long. When the weight of Old Monkey-Monk was added to the weight of the chain of monkeys, he could no longer hold on to the branch.

Before Mr. Monkey-Monk could grab the moon, the biggest monkey was obliged to let go the branch. Down he fell and all the rest of the monkeys fell down, down, down into the deep water of the well. And oh, dear me! Every one of the unfortunate monkeys—even Old Monkey-Monk—was drowned.

Poor, foolish monkeys! They reached for the

THE SYMPHONY  
ORCHESTRA*(Continued from page 283)*

one of these is a bass trombone. (See the illustration on page 282.) The bass trombone resembles the other trombones in appearance, but its bell is wider and it can play lower tones than the ordinary trombone.

*The Tuba*

The big bass horn of the orchestra is called the tuba. Its 18-foot tube is wound around many times, but still it takes up a great deal of room. (See page 282.)

The tuba has deep, full tones. Though deep in pitch it is surprisingly agile, considering the gravity of its tone.

Only one tuba is used by the symphony orchestra.

## REVIEW QUESTIONS

1. Can you name the instruments of the brasswind section?

2. Have you examined the picture of each instrument? (See page 282.)

3. Can you tell about each of the following instruments: (a) trumpet, (b) French horn, (c) trombone, (d) tuba?

moon, and got nothing.

Did you ever reach for the moon, and get nothing? (Ask your teacher what this question means.)

POET OF THE  
PHILIPPINES*(Continued from page 299)*

Manuscript Club of that institution, where he received "much encouragement."

Next, we hear of Mr. Concepcion at New York; there he met several prominent authors—important authors, some of them prize winners. Among his literary associates in the American metropolis were Arthur E. Chrisman and Rachel Fields.

Mr. Concepcion returned to his native land in 1931. A year later, another book of his poems, *Bamboo Flute*, appeared.

At the inauguration of the Philippine Commonwealth Mr. Concepcion collaborated with Isabelo P. Caballero in the publication of the biography of President Quezon.

We shall await with eagerness the appearance of further volumes from the pen of this gifted poet of the Philippines.

4. Which is the largest brasswind instrument?

5. Which brasswind instrument has a very brilliant tone?

6. Which instrument is played by a slide?

*(To be continued)*





### Making an Aquarium

By AIDA BALTAZAR  
(13 years old)

FIRST I got a medium-sized glass aquarium. The oblong shape with the entire top open is best I think. Also I got some fine, white sand, some small, shiny pebbles, some green water plants, a number of small, live snails, and some fishes.

I washed the glass aquarium and then I placed a layer of fine sand on the bottom. I placed the pebbles along the sides.

Next I planted the green water plants. These supply the fishes with oxygen. I placed the snails in the aquarium for they will aid in keeping it clean.

Then I filled the aquarium with fresh water and put the fishes in it. I feed the fish once each day with Spratt's fish food.

I found the aquarium very interesting with its attractive fish, bright pebbles and sand, green plants, and snails.

### Arranging My Stamps

By FRANCISCO M. CORTES  
(12 years old)

MY stamp album has one hundred pages. I arrange my stamps in six different groups. In the first group I put all the "transportation" stamps. On the stamps in this group there are pictures of airplanes, ships, trains, and sailboats.

In the second group I place those stamps on which are pictures of noted persons.

In the third group are the "industrial" stamps. One of the industries shown is taking sap from rubber trees.

In the fourth group I put all the "geographical" stamps. These include a picture of the Panama Canal.

The fifth group contains stamps on which are pictures of plants.

The last group contains the "animal" stamps.

This is an interesting way of classifying stamps.

### Reading Newspapers

By LUCINA E. BERNAL  
(14 years old)

MY hobby is reading newspapers. After reading important news, I always cut out clippings and paste them in a notebook. In this way I am making a history of the current events of the world.

Sometimes I review my notebook of clippings. This review helps me to remember the important things which have occurred in the recent history of the different countries.

Of course I pay particular attention to events of my own country. Every student should know what is happening in his own country and elsewhere.

Sometimes I lose myself in reading, and then the hours seem very short to me.

Reading newspapers gives me pleasure and valuable information, and improves my vocabulary.

## CHATS with the EDITOR

THE Editor is feeling fine—splendid—glorious! And there is a song on his lips. Why? Well, it's on account of the way the subscriptions to *The Young Citizen* are coming in. Every mail brings us new subscriptions—sometimes three hundred or five hundred subscriptions in one letter. We are now printing three times as many copies of *The Young Citizen* as we did a few months ago, and our press (the most modern 'press made—just arrived from New York recently) is running day and night.

What is the reason for this healthful growth of the subscription list of *The Young Citizen*? There is only one answer: It must be due to the quality of the material used and the attractive way in which it is arranged. Superintendents and teachers are realizing that *The Young Citizen* provides excellent supplementary material for all pupils in the elementary schools who are able to read. (And by the way, *The Young Citizen* is approved by the Bureau of Education for even primary grades—those below the fourth grade—as well as all

grades above the primary grades.

Best of all, the boys and girls of the schools enjoy *The Young Citizen*. They like to read the stories and the articles in history, elementary science, music appreciation, health, etc. Not long ago a seventh grader—mind you, a seventh grader!—said to me, "I even like to read also the little stories in *The Young Citizen* for the first, second, and third graders, and do their easy 'seat-work,' because it is such nice, attractive work." And an upper grade girl wrote me that she likes to read the primary material to her little brothers and sisters. I wonder if this obliging big sister doesn't enjoy this material herself; perhaps that is one reason why she is so obliging.

Well, that's quite all right. The Editor also enjoys reading the material for little folks. Every time a primary teacher sends me a big envelope full of interesting things for primary grades, I get a thrill out of reading it.

Now, let us glance at this issue of our magazine: What a charming story

Mrs. Canova wrote about Imogene and her puppy. (page 276, *A Tale of a Puppy*). Every little girl will enjoy that story. And such a ridiculous story Mr. Campoy has in this issue (page 278, *The Monkeys and the Moon*). Every boy—and girl, too—will like to read it.

Be sure to read about the Manila Aquarium by Silvino Epistola (page 286, *A Visit to the Manila Aquarium*). Silvino is a boy who attends one of the Manila high schools. He tells me that his Dad enjoys reading the articles about the symphony orchestra which have been appearing in *The Young Citizen*. You see, this adult reader of *The Young Citizen* is a musician in the famous Philippine Concert Band which has been playing at the World's Fair in San Francisco, so of course he likes the music articles of our magazine.

There are many other attractive features in the August number of *The Young Citizen*, but I don't have space in which to mention them. So I'll just let you find them for yourself. 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:

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



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

**Earn Beautiful Premiums**

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

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

**Hundreds of Splendid Books**

**Beautiful Boxes of Correspondence Stationery**

**Glassware and Dishes**

---

**Sell The Young Citizen in Spare Time  
On Saturdays or After School.**

---

**The Plan is Simple—**

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

---

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

The Young Citizen Premium Department  
Community Publishers, Inc.  
P. O. Box 685, Manila, Philippines

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

Your Name (PLAINLY) .....

Your Address (PLAINLY) .....

