

330.32 ROSTERS HQ, 2ND DIST., 121ST INF.

DECLASSIFIED
Authority NND 883078

330.32 ROSTERS

HQ, 2ND DIST., 121ST INF.

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FOURTH SHEET

DIST. HQ. 2ND DISTRICT, 121ST INF.

Month of October, 1944

(Cont'd)

2 - MC - 12

Privates

- 2. Nunan, Gregorio
- 3. Perez, Leandro

2 - MC - 13

Corporals

- 1. Frigillana, Pedro
- 2/ Naca, Fortunato

Privates

- 1. Angingan, Dionisio
- 2. Ducusin, Alfredo
- 3. Garcia, Samuel
- 4. Tavaréz, Catalino

2 - MC - 14

Privates

- 1. Baoguing, E.
- 2. Danley, A.
- 3/ Licod, Patpatie
- 4. Nieveras, Valeriano
- 5. Pulipal, D.

2 - MC - 15

Private First Class

Pete, Leon

Privates

- 1. Bandela, Emilio
- 2/ Dapiaen, Feliciano
- 3. Lagayo, Rafael
- 4. Lantaen, Oblicas
- 5/ Olila, Ramon
- 6. Patel-ang, Mariano
- 7. Pentar, Urbano de la
- 8. Sagun, Miguel
- 9. Salecoet, Balanban
- 10. Tacalila, Dusayen
- 11. Waclin, Florencio

2 - MC - 16

Privates

- 1. Badkeng, Inong
- 2. Dacoco, Cresanto
- 3. Istino, Prudencio
- 4. Lisayeng, Lebante
- 5/ Mariano, Akisio
- 6. Olio, Roberto
- 7. Tingab, Muelo

District Concentration Camp

Corporals

Sgt G-1220, Arselino

- 1. Atimpao, M.
- 2. Gadut, F.
- 3. Rillera, A.
- 4. Valdez, F.

Private First Class

- 1. Lagasca, T.
- 2. Wandas, S.

Privates

- 1. Ballasiw, N.
- 2. Corpuz, C
- 3. Daphoson, R.
- 4. Duclayan, C.
- 5. Gregorio, P.
- 6. Mello, D.
- 7. Misanes, S.
- 8. Ordoño, M.
- 9. Soriano, A.
- 10. Valdez, J.

LOSSES OF THE MONTH

First Lieutenant

Quinsaet, Gaspar - Trfd. to Bn, HQ.,
2nd Bn., 121st Inf

Private

Floresca, Mamerto - Trfd. to Bn.Hq.,
2nd Bn., 121st Inf.



Fifth Sheet

Dist No. 2nd Dist. 121st Inf.

Month of November 1944

(Cont'd)

Dist. Concentration Camp

Privates

1. Corpuz, C.
2. Dapiosen, R.
3. Duclayan, C.
4. Gregorio, P.
5. Mello, D.
6. Misanes, S.
7. Soriano, A.
8. Valdez, J.

Women's Dist. Concentration Camp

Sergeant

Pinogawan, A.

Privates

1. Aquino, M.
2. Uliano, B.
3. Bacungen, F.

O. P. Balungabing Hilltop

Sergeant

Tumbaga, Alejo

Privates

1. Castiga, Cipriano
2. Castillo, Moises
3. Espinilla, Emilio
4. Galvez, Quintin
5. Garcia, Hilario
6. Hufana, Sabino
7. Pullao, Roman
- 8.

O. P. Dagup Hilltop

Privates

1. Apilado, Guillermo
2. Catbagan, Policarpio
3. Asmeralao, Felix
4. Garcia, Mauro
5. Padua, Guillermo
6. Palacay, David
7. Riveza, Benedicto
8. Ursua, Pedro
9. Taracatao, Ricardo
10. Costales, Juan
11. Valaria, Buenaventura

O. P. Malan-ec

Private, 1st Class

Tumbaga, Camilo

Privates

1. Balanon, Leovigildo
2. Balioney, Litanio
3. Banana, Dominador
4. Ducusin, Jaime
5. Licuanan, Mariano
6. Palacay, Roberto
7. Robles, Primitivo

Attached for duty

First Lieutenant

Lachica, Victoriano- Asst. Regt'l S-2

Master Sergeant

Cabading, Mauro

Privates

1. Olivar, L.
2. Nerona, A.

Special Duty

Staff Sergeant

Costales, S.- W/ 2-MC-8

Sergeants

1. Antecols, Adelino
2. Costales, S. - W/ 2-MC-8

Corporals

1. Aragon, Jose- W/ 2-MC-7
2. Gamelas, Raymundo
- 3.

Private, 1st Class

Vergara, F.

Privates

1. Ancheta, Graciano
2. Balanon, M.
3. Espero, I.
4. Lopez, A.
5. Olego, J.
6. Orprecio, L.
7. Ramirez, Carlos
8. Tarez, C.



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(b) Score cards written or pasted in with the scores on them.

(c) Short simple records of home activities related to the work of the clothing class.

(d) Color wheel and other simple devices for showing how simple color harmonies may be made (correlated with drawing).

(e) Simple sketches showing various styles of neck lines with suggestions for use of each (Grade VII).

(f) A growing list of health rules to which a new rule is added as the necessity for the practice of it is recognized.

(g) Textile exhibit. Every girl, beginning with Grade V, should make a "textile exhibit" in one part of her notebook. As she makes a garment and learns about the cloth she is using she should mount a small sample of it in her textile exhibit, and as she becomes acquainted with cloth her classmates are using — and she should be interested in their work — she may exchange small samples of cloth and so get a sample of a different kind or quality to mount in her exhibit. A good size for the samples is about 2-1/2 to 3 cm. by about 4 to 5 cm. but they need not be exactly this size.

This exhibit should not be made all at once. It should be started near the beginning of school and should have samples added to it as different scraps of cloth may be secured throughout the year. A girl in Grade VI or VII should add to what she had the year before if she uses the same notebook; if she uses a different one the exhibit pages should be removed from the old book and pasted or sewed into the new one in order that the textile exhibit will be larger and more interesting and useful.

Fifth-grade girls should mount only samples of cloth actually used or studied in class during the year. Sixth-grade girls may add to their booklets samples of cloth used in their class when the cloth is different from that used the year before. Seventh-grade girls should add samples of cloth to what they already have used and studied in their class and samples of various kinds of other cloth in which they may be interested.

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Sixth Sheet

Dist. Hq. 2nd Dist, 121st Inf.

Month of November 1944

Gains and Losses

Gains

Privates

1. Balauro, Victor- ja 9th
2. Flores, Catalino- ja 5th
3. Guzman, Mauro- ja 5th
4. Milo, Dionisio- ja 9th

Losses

Second Lieutenants

1. Hernandez, Pacita- trfd to Regt'l Hq.
3rd
2. Martinez, Florentino- trfd to 2nd Br.
Hq. 6th

Privates

1. Bacalzo, Sergio- trfd to GNC 27th
2. Lasmarias, Carlos- trfd to GNC 27th
3. Lasmarias, Manuel- trfd to GNC 27th



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The pupil herself should select the words to be put in this list. When she, and not the teacher, is responsible for choosing them the girl will be alert for new words. And when the teacher takes special care that new or difficult words used during the previous recitation are brought up during a latter one each pupil will have more interest in learning the meaning and the correct pronunciation of every strange word that is used in the clothing class, and if it proves that recording them in her notebook is helpful to her she will have interest in doing it.

A good teacher will devise many ingenious ways to find out whether or not girls are learning the new and difficult words or idioms. She will provide, in lessons soon after the new words have been introduced, opportunities for their use in regular classroom conversation or perhaps occasionally by tests and so find out if they are understood.

This means that the teacher, too, must keep a list of the new or difficult words and idioms introduced during each lesson.

(i) Other material. Teachers should encourage pupils to put into their notebooks any other material related to clothing and textiles in which they are interested and which they feel may be of immediate or future use to them, but to copy little or nothing from references.

MONTHLY ROSTER

ROSTER OF DIST. HQ. 2ND DIST. 121ST INF.

2ND DIST. 121ST INF.
 (Organization)

IN THE FIELD, MI
 (Station)

Midnight of November 30, 1944

The following is the roster consisting of six sheets containing the names of Officers, Enlisted Men (Women) and Civilian Employees of The District Headquarter and District 121st Infantry, and those attached thereto; and the names of Officers and Enlisted Men transferred, discharged or otherwise separated therefrom since the date of the last monthly roster.

Unless otherwise indicated opposite his name, each Officer, Enlisted Men and Civilian Employee whose name appears on this roster is present at the station indicated above.

Alipio Cubas
 (Signature)

ALIPIO CUBAS
 (Name Typed)

Major
 (Rank)

In the Field, MI
 (Station)

2nd Dist. 121st Inf.

Major
 Cubas, Alipio - G. O.

Second Lieutenant
 Dulay, P. D. - O-1703 Dist. Adj.

Enlisted Men
Master Sergeant
 Ancheta, Gerardo L. - 241-ROTC-E-12939

Sergeants
 1. Gacayan, Salvador
 2. Lostreco, Teofilo

Corporals
 1. Flores, Paulino
 2. Ramos, Guillermo

Private, 1st Class
 Balcita, Natalio - in confinement

Privates
 1. Balanon, Nazario
 2. Baluro, Victor
 3. Bananal, Eduardo
 4. Barretto, Emilio
 5. Cachero, Filomeno
 6. Cachero, Dionisio
 7. Carino, Emeterio
 8. Deliso, Pablo

(Cont'd)
Privates
 9. Dulay, Guillermo
 10. Eliso, Avelino
 11. Estoesta, Eduardo - ja 21st St in Hosp.
 12. Flora, Francisco
 13. Dulay, Juanito
 14. Florenas, Felino
 15. Gaslan, Manuel
 16. Guzman, Mauro - ja 5th
 17. Lauriaga, Francisco
 18. Llarenas, Pedro - in confinement
 19. Lana, Vicente de
 20. Marsan, Francisco
 21. Milo, Dionisio - ja 9th
 22. Rafanan, Alejandro
 23. Rivera, Jaime
 24. Ternate, Lucero - in confinement
 25. Ver, Jesus

Civilian Employees
 1. Aberin, Dionisia
 2. Caceda, Fernando - ja 4th
 3. Corpuz, Rosina

Special Duty
First Lieutenant
 Canaden, Teofilo - Dist. S-2

Second Lieutenant
 Green, Richard - Dist. Demolition Officer



QUESTIONS

1. Distinguish between a mixture and a solution (paragraphs 8, 133)
*A mixture is the intermingling of substances which is heterogeneous
A solution is homogeneous*
2. When are substances said to have entered into a chemical reaction?
*Substances are said to have entered into a chemical reaction when
the substances react to form a new product, different from
the reactants*
3. When may a chemical reaction be described as direct union?
*A chemical reaction may be described as direct union when
two elements are intermingled to form a compound*
4. Distinguish between materials and substances (paragraph 5)
5. Which of these substances dissolve completely in cold water,
which only in hot water; and which appear not to dissolve?
6. Which of the preceding materials were tested in this way?
Which of these proved only slightly soluble?
7. Result, and conclusion.
*Hot + cold water: FeSO_4 & MgSO_4 dissolved, CuSO_4 dissolved in
hot + cold water, while the other materials are slightly soluble*
8. Explain why distilled water was used in the preceding tests
for slightly soluble materials.
Cleaner & purer than tap water (contains impurities)
9. Conclusion, from the fact that heat is liberated?
 H_2SO_4 + sulphuric acid
10. Describe the change in color that takes place.
 $\text{H}_2\text{I} + \text{K}_2\text{Cr}_2\text{O}_7 \rightarrow \text{H}_2\text{SO}_4$: chemical reaction
11. What is a precipitate (paragraphs 22, 203, item 1)?
*A precipitate is the insoluble substance that separates & settles
either at the bottom or at those that float*
12. Color of the substance that is obtained when the filtrate is
evaporated?
Colorless
13. Describe it.

Second Sheet

1st. Ho. 2nd Dist. 121st Inf.

Month of November 1944

B I O G R A P H Y

(Cont'd)

Special Duty

Enlisted Men

Sergeant

Lorenzano, Alejandro

Corporals

- 1. Simbajon, Pedro
- 2. Urdano, Francisco

Private, 1st Class

Guerzon, Santiago

Privates

- 1. Abenoja, Miguel
- 2. Albacio, Menzi
- 3. Ancheta, Carlomagno
- 4. Avinola, Leopoldo
- 5. Antonio, Julio
- 6. Astor, Andres
- 7. Asuncion, Saturnino
- 8. Balanon, Mauro
- 9. Cabanban, Pedro
- 10. Clefe, Jesus
- 11. Costales, Guillermo
- 12. Ducusin, Segundo
- 13. Ducusin, Cornelio
- 14. Eliado, Carlos
- 15. Estoque, Alipio
- 16. Ferrer, Vicente
- 17. Flores, Catalino- ja 5th
- 18. Flores, Carmen
- 19. Galibut, Carmen
- 20. Gallardo, Pedro
- 21. Jacilane, Pacifica
- 22. Lacuan, Olisio
- 23. Macagba, Eugenio
- 24. Macagba, Filologo
- 25. Misanes, Marcos
- 26. Puliao, Andres
- 27. Puliao, Francisco
- 28. Martinez, Bienvenido
- 29. Rivera, Eulogio
- 30. Salibad, Malas
- 31. Selanga, Francisco
- 32. Selga, Felimon
- 33. Selga, Ismael
- 34. Villalon, Anastacio
- 35. Villanueva, Lorense

36. Vilorio, Severino

37. Zambrano, Pedro

38. Leon, Ricardo de

39. Sanglay, Julita

2 - MC - 1

Corporal

Teckney, Faustino

Private, 1st Class

Metwa, Wasingan

Privates

- 11. Adangue, Domingo
- 12. Banguilan, Segundo
- 13. Batong, Jose
- 14. Cacerac, Ceferino
- 15. Manes, Orallo
- 16. Sacpa, Henry
- 17. Segundo, Bruno
- 18. Valentin, Bentriz

2 - MC - 2

Private, 1st Class

Agustin, Luis

Privates

- 1. Amgas, Mariano
- 2. Balbin,
- 3. Balacon, Cito
- 4. Lacbaan, Emilio
- 5. Nabacnang, Dalason
- 6. Mangao, Pursing
- 7. Tinio, Marcelino
- 8. Waya, Balai

2 - MC - 3

Corporal

Saliwan, L.

Private, 1st Class

Pasian, Logse

Privates

- 1. Amian, Sulina
- 2. Andres, Osting
- 3. Calipio, Tonic
- 4. Camelot, Luis
- 5. Dissen, Binan
- 6. Paquian, Bonagan
- 7. Palao, Gregorio
- 8. Peleo, Bagoso



WRITING OF OTHERS THAN THE SUBJECT

mc _____
 class _____ Credit _____

READING REPORT
 BIOGRAPHY

1. TITLE Macaulay's Essay on Johnson DATE OF READING Nov. 23-26
3. NAME OF AUTHOR William Schuyler A. M.
4. ~~NEWSPAPER~~ _____ Date of Writing 1800
4. SUBJECT OF THE BIOGRAPHY: Name Samuel Johnson
 Born Sept. 18, 1709 Died Dec. 13, 1784 Nationality English Profession _____
 or trade _____
5. EARLY YEARS AND EDUCATION Johnson entered at Pembroke college in Oxford. At Oxford he was resided during about three years. Later Johnson would, in the ordinary course of things, he become a Bachelor of Arts. The year later Johnson went to Richfield his birth place and he became the warden of a grammar school in Leicestershire.
6. ACHIEVEMENTS (Under score the one that you consider the greatest) To estimate the quantity of work that Johnson performed after some space he approximately done. To Johnson all his work was already rated his life and conversation as superior. The quality of courage of valor that Johnson was a Brave Man!
7. TRAITS OF CHARACTER OF SUBJECT. The first grand requisite an avowed heart, he therefore has: what his outward equipment and accomplishments high school, St. Louis.
8. AUTHOR'S SOURCES OF INFORMATION The Principal of the McKirby,
 PERSONAL ACQUAINTANCE OR EXPERIENCE a good writer and author of books
 ACQUAINTANCE WITH SUBJECT'S FRIENDS A ll night reserve of
 ACQUAINTANCE WITH SUBJECT'S WRITING Good.
 WRITING OF OTHERS THAN THE SUBJECT _____

Third Sheet

Dist. No. 2nd Dist. 121st Inf.

Month of November 1944

2 - MC - 4

Corporal

Bacato, Daniel

Privates

1. Baeguen, Telesforo
2. Baobacoen, Samuel
3. Buldaken, Federico
4. Guyod, Orens
5. Luguing, Justo
6. Macayan, Esteban
7. Gasat, Norberto
8. Singay, Macario
9. Luguing, Moises

Privates

1. Bengoili, Eulogio
2. Bengus, Andres
3. Bolon, Angel
4. Brown, Carlos
5. Caserio, Gaspar
6. Galicut, Florentino
7. Llyo, Santiago
8. Piteo, Angelino
9. Vanzeli, Fernando
- 10.

2 - MC - 6

Privates

1. Anoyen, Pedro
2. Batazar, Lorenzo
3. Batten, Santiago
4. Lemorcha, Jose
5. Lenuela, Salvador
6. Larion, Traquilino
7. Leal, Emilio
8. Marnado, Paulino
9. Nohlero, Servillano
10. Poch, Manuel
11. Sanchez, Servillano
12. Yelmar, Salvador

2 - MC - 7

Privates

1. Ariz, Florentino
2. Eban, Vicente
3. Munguia, Dionisio
4. Duclagan, Isidre
5. Tumbaga, Celestino
6. Venancio, Valentin
7. Poch, Licandro

2 - MC - 8

Corporal

Garcia, Honorio

Privates, 1st Class

1. Labusan, Cayat
2. Rivera, Segundo

Privates

1. Alcantara, Andres
2. Alcantara, Librado
3. Apiano, Alejandro
4. Ariz, Alfredo
5. Cabanban, Faustino
6. Casuga, Timoteo
7. Dorc, Cayat
8. Ducusin, Bernardo
9. Feculaco, Celestino
10. Munar, Segundo
11. Nisperos, Tomas
12. Osiag, Pedro
13. Paquit, Catalino
14. Sobrepasa, Alonso
15. Sobrepasa, Patricia
16. Valentino, Alfredo
17. Mazon, Lorenzo
18. Galvez, Antonio
19. Gurtiza, Antonio

2 - MC - 9

Privates, 1st Class

Rayo, Marcelo

Privates

1. Anaya, A.
2. Costales, B.
3. Galvey, Vicente
4. Licigan, Emilio
5. Mangagney, Francisco
6. Eslava, E.
7. Libed, Inasal

2 - MC - 10

Corporal

Molina, Severino

Privates

1. Florenco, Onoforo
2. Flores, Aurelio
3. Flores, Danaso
4. Libatiqu, Leon
5. Mago, Rufino
6. Rillera, Bonifacio

2 - MC - 11



Ingrained Casuga

EXERCISE 51

HYDROGEN SULFIDE AS A PRECIPITANT AND REDUCING AGENT

General Statement.- See Pars. 218, 219, 222, 301, 302.

Materials. - Solutions listed in next paragraph; solutions of FeCl_3 , $\text{K}_2\text{Cr}_2\text{O}_7$, KMnO_4 , I_2 ; Solid FeS .

Directions.- (a) Precipitant. Fit a large test-tube with a one-holed rubber stopper, carrying a small funnel or thistle-tube. Over the mouth of the funnel lay a circle of filter-paper, and rest a small dish on this. On the paper place a single drops of solutions of Bi^{+++} , Cu^{++} , Cd^{++} , Zn^{++} , Ni^{++} , Sb^{+++} , marked to distinguish them. Acidify each spot with a drop of dilute HCl .

Work neatly. The solutions to be tested- a few drops of each - may be assembled in test-tubes, and the drops transferred to the filter paper on the end of a glass rod (not a glass tube), which is carefully rinsed each time it is used.

In the test-tube place a piece of FeS , about the size of a pea, add a few drops of dil. HCl , and replace the stopper and funnel. Note the colors of any precipitates that may form. (1, 2) If any metal fails to precipitate, repeat the test with a new sample, making the spot alkaline with a drop of dil. NH_4OH . (3, 4)

(b) Reducing Agent. - To a few drops of a solution of $\text{K}_2\text{Cr}_2\text{O}_7$, add an equal volume of dilute H_2SO_4 . Similarly, acidify a solution of KMnO_4 . Spot a filter-paper with these solutions, and also a solution of I_2 . Note any evidence of a reaction on treating them with H_2S . (5-9)

Mix a few drops of FeCl_3 solution with about an equal volume of dil. HCl . Note whether H_2S has any action on this mixture. (10)

Fourth sheet

2nd Dist. 121st Inf.

Month of November 1944

2 - MG - 11

Privates, 1st Class

Rimando, Ambrosio

Privates

1. ...
2. ...
3. ...
4. Flores, Avelino
5. Licuanan, Lorenzo
6. Betuya, Perfecto

1 - MG - 12

Corporal

... Gabriel

Privates, 1st Class

... Bernardo

Privates

1. Graycocha, Marcelino
2. ... Gregorio
3. ... Leonardo

2 - MG - 13

Corporals

1. Frigillana, Pedro
2. ... Fortunato

Private, 1st Class

... Alfredo

Privates

1. Angingen, Dionisio
2. Garcia, Samuel
3. ... Catalino

1 - MG - 14

Privates

1. Saoguing, E.
2. Denley, A.
3. ... T.
4. ... Patricio
5. ... Valeriano
6. ... D.

2 - MG - 15

Privates, 1st Class

Pete, Leon

Privates

1. Bandela, Emilio
2. Dapiosen, Feliciano
3. Lantaen, Oblicas
4. Lagayo, Rafael
5. Olla, Ramon
6. Patel-lang, Mariano
7. Penter, Urbano de la
8. Sagun, Miguel
9. Salacost, Balanban
10. Tacalla, Busayon
11. Waelin, Florencio

2 - MG - 16

Private, 1st Class

... M.

Privates

1. Bag-asan, B.
2. Baskeng, Inong
3. Basilan, S.
4. Calus, ...
5. ... Crisanto
6. Istinc, ...
7. Linsyen, Lebante
8. Tingab, Lucio
9. Pacale, L.
10. Pascud, L.

Dist. Concentration Camp

Sergeant

Galano, A.

Corporals

1. Atimpao, M.
2. Gadut, F.
3. Rillera, A.
4. Valdez, F.

Privates, 1st Class

1. Lagasca, T.
2. Wandas, S.



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It is not wise to let those who finish first go on to the next unit before the other girls are ready, because it means that the teacher must make the explanations and demonstrations all over again when their companions begin the work.

Those who finish first should be kept profitably busy while waiting for the others to finish. What they should do can usually be determined best by the teacher.

Suggestions for extra work. The following suggestions may be found useful in providing additional work for those girls who finish first:

(a) Assign them special reading and sometimes have them make short reports on it in class. Perhaps their extra work should consist more of reference reading than of anything else.

Sometimes they might make a short outline of extra reading or make out a short list of questions covering the most important points read, but the writing should never be made a burden.

(b) Encourage girls to make a special kind of emery bag, a small individual hand or "finger" towel, a pillow slip, or other simple useful article for which the teacher may furnish a special pattern or model.

(c) Have them "lay the warp" and weave two or three centimeters of some particular kind of weave, and by this and samples of the cloth demonstrate to the class the characteristics of this weave. Use twine and a small loom. The use of two colors or twine might be instructive and interesting. It could show how stripes or checks may be made in cloth, and how chambray and dimity are woven. (Chambray always has a colored warp and a white woof.)

(d) Help them to design simple covers for their home-economics notebooks. This may be correlated with the work in the drawing class. Special attention should be given to line and color combinations. Such references as Art in Every Day Life will be useful.

(e) Have one or two of the very best workers occasionally make a model, as a buttonhole (partly finished), or a machine fell seam (about 5 to 10 cm. long) to be preserved with other models belonging to the school. (See Models, p. 103 and Standards, pp. 122, 123.)