Stories for Children

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Stories for Children

Isabel Leith

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.
—Longfellow.

In no other way can children so well realize the truth of Longfellow's words than by having stories told to them. Ever since the beginning of things, the story-teller has been a personage of power, an individual welcomed by young and old alike. His tales admit him to any throng and his departure is attended with regret. The mission of the story-teller was to keep alive the stories and legends of his fathers. The ideals he gave the children through the stories, were high or low, according to the stories he told them.

It is easily seen that the child delights in listening to a nursery tale before he can read. This is because the voice and personality of the speaker make it alive and vital, and because as Seumas McManus says, "The spoken word is the remembered word."

The story does much toward shaping the character of the child because what he learns during childhood becomes fixed and lasting. There is no surer way of keeping a boy from becoming a devotee of the funny page of the Sunday supplement or a follower of "Nick Carter" than that of studying the child's tastes and giving him stories from good literature that will satisfy him and develop a real interest in reading.

Almost everything the mother feels responsible for teaching her child and many things which the teacher wishes to teach can be taught in an enjoyable way through the selection of the proper stories. He can be given stories which will develop him morally, and will give him instruction in history, geography, nature study, and will awaken an appreciation of literature, art and music. He learns to use new words which are used in the story, and exercises his sense of humor. The child's world is incomplete without humor. Children have a sense of the preposterous all their own, as shown by the following story told by a four year old:

"I dreamed I was asleep in a tomato and just scrambled around until I'd eaten it up."

There are bursts of laughter when they hear of the victory of Great Big Billy-Goat Gruff when he butts the Troll off the bridge and they register pleased surprise when "Piggy jumped over the stile, so the old woman really did get home that night."

One of the first requisites of a good story is that it will give joy to the child. Ask yourself what are stories you remember enjoying as a child. Do you think of "The Three Bears," "Old Woman and Her Pig," "Gingerbread Boy," "Chicken-Little," "Billy-Goats Gruff?" I do. In these you find familiar objects and action linked to new ones, repetition, action, images which are simple and vivid, and humor in them all.

The fairy story does confuse the four or five year old, because it does not deal with things which he has experienced. Fairy stories cultivate the imagination, but often other results are obtained. The stories he is told should help him distinguish between fact and fiction. Such stories as "How the Singing Water Gets to the Tub," and "How Animals Move" are good because these are the facts which the child often wonders and inquires about, so the story raises inquiries rather than instructs.

The moral should be taught indirectly or through identification by the child and when there is a moral, which should not be often, it should be very subtle.

The story-teller should feel the joy of the story and know and appreciate it before telling it. The story should be told simply, slowly, clearly and in a well-modulated voice. Plunge into the

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INVESTIGATE

PROFIT SHARING

Sale at
L. C. TALLMAN
Jewelry Stores
AMES        WEST AMES

SHOES and
HOSIERY for
all occasions

TRUEBLOOD'S
(Down where the Florsheim shoe sign shines)
Campustown

Students should be equipped with NORMAL vision as well as with BOOKS when they enter school. That is our business exactly: making the vision normal.

Dr. F. E. Robinson
EXCLUSIVE OPTOMETRIST
Over Ames Building & Loan Ames, Iowa

ren of Iowa, Mr. Christensen, says, "I have written this little book to show you how your fathers and mothers and more distant ancestors lived. The reading of it should help you to understand how they changed Iowa from a wild though beautiful wilderness into fruitful farms, cozy villages, and the shiny cities you see today. It should make you feel more thankful for all this, and inspire you to make Iowa a still better home for coming generations."

Although the book is written in a simple form which is easily read by children, many grown-up children would receive much enjoyment and value from it. It would be a fine book for any home library.

Cooperative Coeds
(Continued from page 4) which separates the units. Working tools, with the exception of some of the larger pots and pans, are on each side of the table. The electric refrigerator stands against one end of the wall, containing food and ice cubes for both units. There are two electric mixers, which are used for salad dressings, mashed potatoes, icings and cake batters.

The girls may entertain their friends in the spacious parlors. An informal party is given once a quarter in the recreation room, which is on the fourth floor. These cooperative coeds have all the advantages of the education which Iowa State College can offer. The motto of "Science with Practice" is fully carried out.

Stories for Children
(Continued from page 1) story with the first sentence and keep it moving in logical sequence, keeping the climax a surprise and ending with the surprise. If the child is unruly, try not to notice. If necessary to recall his attention, call him by name and personify him with the story, as "And, Johnny, Goldilocks tasted the porridge in the big bowl, but—" This will be more successful than correcting him otherwise.

There is much value in the children telling stories themselves. We should listen to and be appreciative of these stories for they bring out things which make us understand them better. The following was told by a pre-school child at the Nursery School at Iowa State College:

"Once there was a little boy and he wanted a tricycle and he didn't have anyone to play with. His daddy bought him rakes and a little car to play with and that's all."

That the stories help the child to express himself is shown in these stories: "I went to New York. I was on a liner. I saw some little boats when I was on the liner." And "We went to the Ledges and had a fire. We picked rocks and put them in the water. They went 'Splash!'"

When shall the stories be told? Sly in "World Stories", says, the half hour after breakfast, Sunday afternoon, the half hour after supper, or before bed time or in bed. Wiggin and Smith in "Story Hour" say before dinner time and just before bed time. In every family where there are children, a time should be set aside each day for telling stories, when either the mother or father is free to be with the child, to listen to him, to tell stories and to sing. It is more important than making the beds, washing the dishes or attending teas.

Now, the question is, what stories shall we tell? In general, give the child the story which will fit the child's own experience, regardless of his age. Some stories for the child from two to five years are: The Gingerbread Boy, Sheep and Pig, Who Likes the Rain, The Three Little Pigs, Mrs. Tabby Gray, The Little Engine That Could, How Spot Found a Home, How We Came to Have Pink Roses, Why the Morning-Glory Climbs, The Pig Brother, Why the Evergreen Trees Keep Their Leaves in Winter, The Little Red Hen and the Grain of Wheat, How the Robin's Became Red, Chicken Little, The Old Woman and Her Pig, and The Billy Goats Gruff.

Stories which develop different appreciations and may be used for the child at various ages are: The Story of the Man in the Moon (Alsatian Folk Tale—Christmas Story—Ethics, teaching honesty); The Discontented Pig (Thuringian Folk Tale—Ethics, teaching contentment); The Bat and His Partners (Old Varvian Folk Tale—helpful in Nature Study); The Poor Man and the Rich Man (Folk Tale—Ethics, teaching kindness); The Silver Cones (Ethics—Geography); The Greedy Cobbler (Welsh Folk Tale—Ethics, teaching contentment); The Story of a Salmon (Science); The Pigeons of Venice (History); The Duty That Wasn't Paid (Biography—Music—Ethics); Wilhelmina's Wooden Shoes (Biography—Art Teaching);
Jussieu and Heliotropes (Science—Nature Study); How They Came to Have Kite Day in China (Physical Education); The Shepherd Who Turned Back (Ethics).

Good stories and suggestions on telling them may be found in the following books:

Bryant—"New Stories to Tell to Children"

Bailey—"For the Story Teller"

Bryant—"Stories to Tell the Littlest Ones"

Cather—"Educating by Story Telling"
World Book Company, Yonkers-on-Hudson, N. Y.

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Why a Cumbersome Cookstove?

Although living in rented rooms, many people prefer to cook their own meals; the lack of space needed for a heating appliance does not encourage this. Through the use of the small hallway just outside the room (provided the landlord permits) or the alcove, or even the top of the trunk, it is possible to use a diminutive stove for the cooking. If the trunk is so new that such treatment would mar it's shiny surface, a table fifteen inches square would answer the purpose nicely.

A graduate student in the Household Equipment Department, recently carried out an experiment to determine whether this seven and a half inch square electric grill would answer for cooking all the foods for a family of two. This particular grill has a switch for regulating the heat so that it can be used for cooking foods that require a high, medium or low heat. In addition to the heating element there are two pans, a cover which can be used for muffins, tarts or the cooking of eggs. The only additional utensils to purchase are a few mixing bowls, knives and spoons. This grill which requires so little extra space and which does not require the services of a mechanic to install, costs only $12.50. The electricity for the cooking of the three meals a day described in this article, costs less than ten cents per day.

Some of the most difficult dishes to cook on a highly efficient stove were easily prepared on this table stove, heretofore thought of as useful only for midnight lunches, candy making or just occasional service. Chocolate pie came out with a delicately browned meringue. Tender sponge cake was baked while the luncheon dishes were being washed. With the switch turned to "high" biscuits were baked without waiting for an oven to heat. The menus which were actually used and enjoyed during this experiment are given below.

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<thead>
<tr>
<th>BREAKFASTS</th>
<th>LUNCHES</th>
<th>DINNERS</th>
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<tr>
<td>Apple Sauce</td>
<td>Macaroni and Cheese</td>
<td>Roast Beef</td>
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<td>Toast</td>
<td>Bread</td>
<td>Mashed Potatoes</td>
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<tr>
<td>Oatmeal</td>
<td>Tomato Salad</td>
<td>Corn Muffins</td>
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<tr>
<td>Sugar</td>
<td>Gingerbread</td>
<td>Sherbet</td>
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<tr>
<td>Cream</td>
<td>Whipped Cream</td>
<td>Cocoa Nut Macaroons</td>
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<tr>
<td>Baked Apples</td>
<td>Salmon</td>
<td>Steak</td>
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<tr>
<td>Griddle Cakes</td>
<td>Croquettes</td>
<td>Sweet Potato Souffle</td>
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<tr>
<td>Coffee</td>
<td>Cream Peas</td>
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<th></th>
<th>Fruit Salad</th>
<th>Bread</th>
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<td>Baked Eggs</td>
<td>Cheese Straws</td>
<td>Butters</td>
<td>Harvard Beds</td>
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<td>Bacon</td>
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<td>Raspberries</td>
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<td>Muffins</td>
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<td>Sponge Cake</td>
<td>Chocolate Pie</td>
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<td>Cocoa</td>
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Brown SUEDE

Just high enough for utmost grace—Just low enough for the swagger pace—in the much desired suede, of fine quality and at such a very low price.

Hi-Low Heels

So Very Smart

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Black SUEDE

Just high enough for utmost grace—Just low enough for the swagger pace—in the much desired suede, of fine quality and at such a very low price.

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Downtown
LINCOLNWAY PHARMACY
Campustown

---

Hi-Low Heels

So Very Smart

---

Brown SUEDE

Black SUEDE

Just high enough for utmost grace—Just low enough for the swagger pace—in the much desired suede, of fine quality and at such a very low price.

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