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Homemakers' Bookshelf

Ruth M. Davis
Iowa State College

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The engagement of Louise Moen, '30, Mason City, to Samuel Hamilton, '28, Chicago, was announced recently.

Announcement of the engagement of Marie Gunderson, '30, St. Ansgar, to Richard Valentine, '31, St. Ansgar, was recently made.

Marjorie McAlpin, '27, Villisca, and Ernest M. Wright, Dy. Husb. '27, Central City, were married Thanksgiving Day in the McAlpin home in Villisca. Mrs. Wright has been teaching in the New Hartford Consolidated School, and Mr. Wright is field secretary of the Iowa State Dairy Association. They will make their home at 127 Vine St., Waterloo.

Homemakers' Bookshelf
Ruth M. Davis

Homemakers who have not had the opportunity of a home economics education as well as those who have, are confronted with the problem of serving to their families well balanced, nutritious meals. It has been exceedingly hard for the untrained woman to get information in a condensed form which would help her.

Dana King Gatchell and Cleora C. Helbing have recently written a book, "Handbook for Menu Planning" which was written to meet this problem. In their introduction, the authors say, "Unless fruits of research are to remain in the laboratory where they were produced, a concerted attempt must be made by writers and teachers to make each newly discovered principle a part of our everyday practice in planning menus."

The fact that the book is so easily used is going to make it a favorite with people who are planning meals. In the front of the book are found directions for using each subject which is well indexed.

The book takes up the subject of menu planning from the dietary, aesthetic and cost standpoints. At the close, basic recipes and variations are given.

There are very few of us who have not heard tales of Iowa as it was in the earlier days, but how many of us know the actual true story of Iowa during the pioneer times? Thomas P. Christensen of Iowa City has seen this need and met it with his recent book, "The Story of Iowa".

In dedicating the book to the child-
investigate
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and
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(Down where the Florsheim
shoe sign shines)
Campustown

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

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

rem 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 un-
derstand how they changed Iowa from
a wild though beautiful wilderness in-
to 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 genera-
tions."

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 refig-
gerator 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
coods 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 re-
call 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 correct-
ing 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 cart 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
gone 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
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, to tell stories and to
sing. It is more important than mak-
ing 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 ap-
preciations and may be used for the
child at various ages are: The Story of
the Man in the Moon (Alsation Folk
Tale—Christmas Story—Ethics, teach-
ing honesty); The Discontented Pig
(Thuringian Folk Tale—Ethics, teach-
ing 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 Sil-
ver 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); Wilhelmmina's Wooden
Shoes (Biography—Art Teaching);