"Tell Me a Story..."

Anafred Stephenson
Iowa State College

Follow this and additional works at: http://lib.dr.iastate.edu/homemaker
Part of the Home Economics Commons

Recommended Citation
Stephenson, Anafred (1930) ""Tell Me a Story...", The Iowa Homemaker: Vol. 10 : No. 9 , Article 3.
Available at: http://lib.dr.iastate.edu/homemaker/vol10/iss9/3

This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in The Iowa Homemaker by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
"Tell Me a Story..."

By Anafred Stephenson

It is not an uncommon occurrence for a child to leave his toys, and, bringing his picture book, ask for a story. Then—what to tell him? Young children enjoy stories with much repetition of phrases in them. It is such fun to hear how the horses go “dolly-clop” on the pavement, and how the kitten goes “meow, meow” for its saucer of cream. They learn to watch for the places where such phrases occur, and their little faces beam as occasionally they volunteer to repeat them with the story teller. It is in this way that their vocabularies may be increased as they hear strange words again and again.

Tell your child stories of real life, stories of familiar things, and stories of unfamiliar things. A delightful story can be woven around the everyday occurrence of the grocery man delivering groceries from house to house. The mere fact that the child quickly recognizes the situation and relates it to his own life, makes it a pleasing and satisfying story to hear. Stories of children in other lands, if told simply enough, will stimulate an interest in foreign countries and customs, as well as make the child realize the vastness of the world.

Nature study is always a desirable field from which to get stories. Tell a child about how the tiny acorn becomes covered by the leaves and grass and is protected from the snow through the long winter, and then how the cheerful sun and the warm sun encourage it to try and become great like the huge tree beneath which it lives. Explain the various stages of its development—the growth of little rootlets and branches—until finally it becomes a huge tree itself and starts other little acorns to follow in its footsteps. And you can trace it on through life until it becomes large enough to be transformed into lovely chairs, tables, and beds to add to the comfort of the child himself.

Teach him by the stories you tell to see and appreciate the beautiful things about him. This spring when he goes for a walk in the woods with you, point out the violets and other flowers and bring them into a story either then or later. Call his attention to a rabbit scurrying by, to the squirrels and birds in the trees, for innumerable animal stories are available that impress upon the child that creatures in the animal kingdom are also alive and eat and sleep somewhat as he does.

Besides enjoying stories closely related to his own environment, a child will occasionally like to hear fantastic tales. He enjoys hearing about the little pig who was successful in “muffing and putting,” while at the same time he understands that little pigs he sees in the barnyard cannot really do that. “It’s just a story,” one small boy was heard to explain to another child who protested that pigs don’t wear coats as the one pictured in the story book did.

There is a minor purpose of story telling, that of moralizing, but care must be taken not to carry this to extremes or the child’s interest will wane, and he will fail to derive the chief benefits of story hour—joy, fun, and increased knowledge.

Fords in Old Cairo...

By Helen Jewell

"Let’s go modern," seems to be the coming slogan of even the most provincial of foreign cities, according to Miss Mary Gabrielson, textiles and clothing instructor, who spent five months last year traveling in Europe and Africa.

"Many of the cities in foreign countries are so modern that one hardly knows he is in a foreign city," declares Miss Gabrielson. "To see Fords, Chevrolets and Nashes flashing past in the streets of Cairo while you saunter in and out through the maze of modern buildings and automobile shops makes you think yourself back in the states rather than in the chief city of Egypt."

Miss Gabrielson and two friends, not satisfied with the prospect of being merely three more American tourists on an overcrowded liner, chose an export cargo boat as their means of travel and so left New York March 29, 1930, in the company of 10 other passengers who were equally undesirous of "doing" the continent in the usually determined American manner.

Miss Gabrielson and company spent the first part of their trip in Africa, visiting parts of the desert, old cities, and the high lights of Cairo. In the native parts of this city they found cobble stone streets, old fashioned bazaars and very primitive living conditions.

Sacred bulls, ancient Egyptian tombs and all the trumpery and wealth which once cluttered the tomb of King Tut-ankh-amun made a triumphal ending to the African visit.

Following a five-day cruise across the Mediterranean, Miss Gabrielson proceeded to Italy where she was fascinated by the ruined city of Pompeii and the modern excavations now going on there.

"Everything is in a state of excellent preservation, and one can see that the ancients’ appreciation of art was far ahead of ours in many ways," commented Miss Gabrielson. "In Pompeii we studied the remains of beautiful homes, the water system pipes and castes of Pompeians who had been engulfed by the falling ashes and whose expressions of agony experienced when they died are horribly evident."

After several days spent in Rome, Florence and Venice, Miss Gabrielson entered France and later England. In both London and Paris she found that department stores are not on a par with those in America, but that the exclusive shops, on the other hand, are unbelievably beautiful.

"Will I go abroad again? Yes, indeed, I should like to," concluded Miss Gabrielson with emphasis. "And when I do, I shall go just as I have this time—traveling independently and going where and as I wish.

"While the regularly scheduled tours are doubtless highly educational, providing one can retain such a concentrated diet of cathedrals, tombs and ruins, such traveling gives little opportunity for gratifying individual whims."