

**GERMAN STORIES RETOLD
(GRIMMS MÄRCHEN):
EDITED FOR SCHOOL USE**

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German Stories Retold (Grimms Märchen): Edited for School Use by James R. Kern & Minna M. Kern

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JAMES R. KERN & MINNA M. KERN

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BY

JAMES R. KERN

AND

MINNA M. KERN

DE PAUW UNIVERSITY

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German Stories Retold

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INTRODUCTION

THE MÄRCHEN were written by two brothers, Jakob and Wilhelm Grimm. The tales were not original with them. They are the fireside stories of the common people handed down from generation to generation.

The Grimm brothers visited the peasants, had them relate the tales, and then compiled them in a volume entitled *Kinder- und Hausmärchen*, known to English readers as *Grimms' Stories*. The *Märchen* became very popular and have been translated into many languages.

Jakob Ludwig Karl Grimm (1785—1863) and Wilhelm Karl Grimm (1786—1859) were born in Hanau, in Hesse-Nassau. They attended the Hochschule at Marburg and studied law, but spent their lives for the most part as professors and authors, mainly at Göttingen and Berlin.

The elder Grimm was an eminent philologist, while his brother was chiefly interested in editing the classics of the Middle Ages; yet both worked together on the *Märchen* and on the beginning of a *German Dictionary*, one of the most extensive dictionaries of any modern language. Other works of the elder Grimm are his *German Grammar*, his *History of the German Language* and *German Mythology*. An independent work of the younger Grimm is *German Hero Legend*.

73
23
22

In the arrangement of this work, the beginner is looked upon as a child in the language. His reading should be graded for him as it is for children who are learning to read their mother tongue. The best way to do this is to rewrite stories. Fireside tales such as Grimms' furnish such a foundation and readily admit of suitable additions.

In the first few stories the sentences are simple and short; common words and expressions are used until the learner grows accustomed to the natural flow of the language. New words, new expressions and longer sentences have been introduced as gradually as possible. In this way the beginner can easily do a large amount of reading.

As an aid to fix the language more firmly in the memory and to cultivate conversation and narration, questions are given on each story. The answer to each question should be a complete sentence. The aim is to help the learner to make a practical use of what he is learning. In this way come acquisition and ability.

It has been deemed advisable to include two of the less difficult stories unchanged. They are *Frau Holle* and *Der Zaunkönig und der Bär*. The authors' pleasing style will doubtless be much enjoyed.

The vocabulary has been made complete and contains all the assistance needed for an intelligent interpretation of the text, thus making a formal body of notes unnecessary.

CONTENTS

	PAGE
I. Der süße Brei	7
II. Der alte Großvater	9
III. Die drei Faulen	11
IV. Die drei Fragen	13
V. Der Nagel	15
VI. Das kluge Gretel	18
VII. Dornröschen	21
VIII. Die drei Männlein im Walde	25
IX. Der Froschkönig	31
X. Die Bremer Stadtmusikanten	35
XI. Doktor Alwissend	40
XII. Frau Holle	44
XIII. Der Zaunkönig und der Bär	49
Fragen	53
Vocabulary	63

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. This section also touches upon the legal implications of failing to maintain such records, which can lead to severe consequences for individuals and organizations alike.

2. The second part of the document delves into the specific requirements for record-keeping, including the types of records that must be maintained, the frequency of updates, and the methods used to store and retrieve information. It provides a detailed overview of the various types of records, such as financial statements, contracts, and correspondence, and explains how these records should be organized and managed to ensure they are easily accessible when needed.

3. The third part of the document discusses the role of technology in record-keeping, highlighting the benefits of using digital tools and software to streamline the process. It explores various options for digital record-keeping, including cloud storage solutions and specialized record management software, and provides guidance on how to choose the right solution for your needs. This section also addresses the importance of data security and backup procedures to protect your records from loss or theft.

4. The fourth part of the document focuses on the importance of regular audits and reviews of your records. It explains how audits can help identify errors, discrepancies, and areas for improvement, and provides a step-by-step guide to conducting an audit. This section also discusses the role of external auditors and the importance of maintaining a clear audit trail to support your findings.

5. The fifth and final part of the document provides a summary of the key points discussed throughout the document and offers some final thoughts on the importance of record-keeping. It encourages readers to take the time to implement the best practices outlined in the document and to seek professional advice if needed. The document concludes with a strong emphasis on the long-term benefits of maintaining accurate and up-to-date records, which can help protect your interests and ensure your success in the future.

I. Der süße Brei

Es war einmal ein kleines Mädchen. Es hatte keinen Vater. Es hatte nur eine Mutter. Die Mutter war Witwe, eine arme Witwe. Doch hatten sie eine Wohnung, ein kleines Haus. Sie hatten auch Kleidung, aber keine schöne Kleidung. Sie waren also arm, sehr arm, und jetzt hatten sie nichts mehr zu essen.

Sie wohnten in einer kleinen Stadt. Nahe bei der Stadt war ein großer Wald. Das Haus stand nahe bei dem Walde. Es war im Frühling. Alles im Walde war schön. Ja, der schöne Frühling war wieder da, aber die Mutter hatte kein Brot mehr im Hause. Sie hatte zwar einen kleinen Garten, aber kein Gemüse fand darin. Und die kleine Tochter war hungrig, so hungrig. Auch die Mutter war sehr hungrig. Sie war auch sehr unglücklich.

Eines Tages ging das Mädchen in den Wald. Da spielte es oft. Da vergaß es den Hunger. Und heute war es sehr glücklich. Es spielte, es lief, es ging weiter in den Wald hinein. Auf einmal sah es eine alte Frau. Sie begrüßte das Kind freundlich. Sie wußte schon von seinem Hunger. Da gab sie ihm ein Töpfchen. Das Mädchen brauchte nur zu sagen: „Töpfchen, koch!“ dann kochte es süßen Brei; und wenn es sagte: „Töpfchen, steh!“ so kochte es nicht mehr.