

# RETELLING STORIES, FRAMING CULTURE

## TRADITIONAL STORY AND METANARRATIVES IN CHILDREN'S LITERATURE

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## I PRE-TEXTS, METANARRATIVES, AND THE WESTERN METAETHIC

*As the children bubbled, an elderly voice shrieked: "When shall we three meet again!"*

*There was a pause.*

*Finally another voice said, in far more ordinary tones: "Well, I can do next Tuesday."*

—Terry Pratchett, *Wyrd Sisters*

When compared with general literature, the literature produced for children contains a much larger proportion of retold stories. In part this is because some domains of storytelling, especially folk and fairy tale, have long been considered more appropriate to child culture than to adult culture, but this relegation is not entirely because such materials might seem ingenious and accessible to children. Rather, retold stories have important cultural functions. Under the guise of offering children access to strange and exciting worlds removed from everyday experiences, they serve to initiate children into aspects of a social heritage, transmitting many of a culture's central values and assumptions and a body of shared allusions and experiences. The existential concerns of a society find concrete images and symbolic forms in traditional stories of many kinds, offering a cultural inheritance subject to social conditioning and modification through the interaction of various retellings. Although the notional significance of a story is thus potentially infinitely incremental, subject to every retelling and every significance that has ever accrued to it, it is also arguable that the processes of retelling are overwhelmingly subject to a limited number of conservative metanarratives—that is, the implicit and usually invisible ideologies, systems, and assumptions which operate globally in a society to order knowledge and experience. The major narrative domains which involve retold stories all, in the main, have the function of maintaining conformity to socially determined and ap-

# Retelling Stories Framing Culture Traditional Story And Metanarratives In Childrens Literature

**M Lipman**



## **Retelling Stories Framing Culture Traditional Story And Metanarratives In Childrens Literature:**

## Unveiling the Energy of Verbal Art: An Mental Sojourn through **Retelling Stories Framing Culture Traditional Story And Metanarratives In Childrens Literature**

In a global inundated with displays and the cacophony of instantaneous communication, the profound power and mental resonance of verbal artistry frequently diminish in to obscurity, eclipsed by the continuous assault of sound and distractions. However, nestled within the lyrical pages of **Retelling Stories Framing Culture Traditional Story And Metanarratives In Childrens Literature**, a interesting perform of literary beauty that impulses with natural feelings, lies an unique trip waiting to be embarked upon. Written by way of a virtuoso wordsmith, that mesmerizing opus guides viewers on a mental odyssey, delicately exposing the latent possible and profound influence embedded within the complicated web of language. Within the heart-wrenching expanse of the evocative analysis, we shall embark upon an introspective exploration of the book is central themes, dissect its fascinating writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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