

**STORY TELLING,  
WHAT TO TELL AND  
HOW TO TELL IT**

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Story telling, what to tell and how to tell it by Edna Lyman

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**EDNA LYMAN**

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BY  
**EDNA LYMAN**

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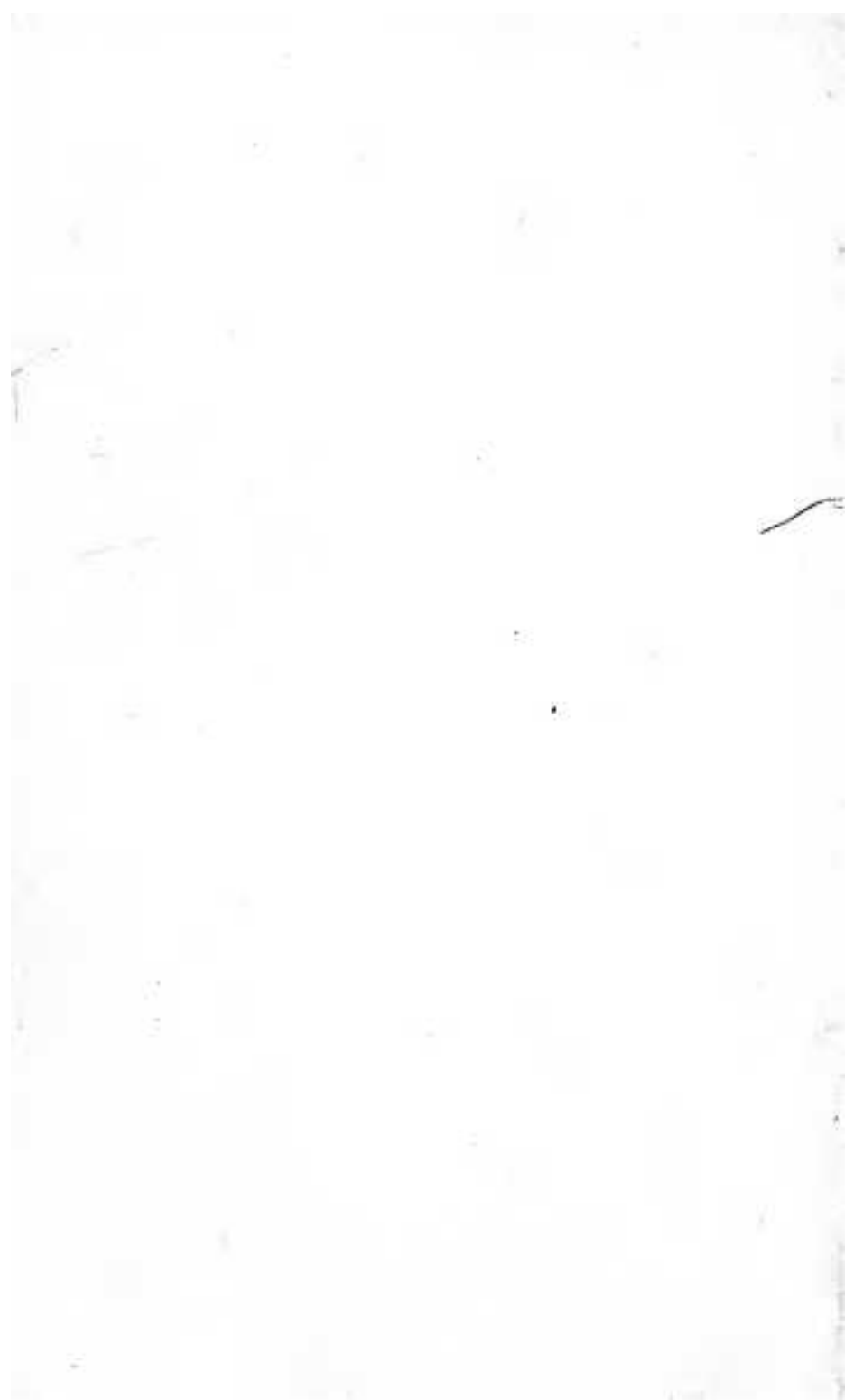
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TO  
THE THREE WHO INSISTED

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## PREFACE

THE lost art of the troubadour has been revived in the present day art of the story teller; but the story teller, unlike his early brotherhood, may not devote all his time to the recital of tales merely because they entertain. The spirit of education has seized him and bound him to service, and the delight which all people feel when they listen to a story has been made to serve a secondary purpose in kindergartens and elementary schools, in libraries and playgrounds.

The demand for stories has been carried by the children from the school and the library to the home, with the result that those who are not, like the poet, born to the art, have asked of any who would listen, "What shall we tell, and how shall we tell it?"

As will be gathered from the body of the book, there is no desire or attempt either to train or equip the person who expects to become a professional story teller, or to give

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new ideas to those already familiar with this art. The book is intended for those who, untrained, must meet this demand for stories, and are at a loss where to find material or what to select, and who are limited by small library resources.

The literature on story telling concerns itself, for the most part, with the requirements of the kindergarten and earlier grades, and very little which is suggestive and helpful seems available for the child whose chief interest is in heroes and adventure. It is this child who has been chiefly considered in the suggestions for stories to tell which have been made in this volume.

The epic tales, of course, are familiar to every one, but their peculiar fitness for the needs of the hero-loving boy and girl has not been appreciated, and the fact that no general use has been made of them, except in the case of a few isolated stories, has led to the desire to bring them to the attention of people who are telling stories.

The enthusiasm with which the stories, one and all, have been greeted, as I have personally tested them in schools, libraries in

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large cities and small towns, churches, settlements, and with children gathered together for social purposes or entertainment, has convinced me that they have more than local interest.

My thanks are due the several publishing houses who have courteously granted permission to use the copyrighted material in chapters.

E. L.

OAK PARK, ILL., *July 1, 1910.*