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Animals and Their Significance in Children Literature

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Requirements for Master Degree in Civilisation and Literature

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Dedication

This dissertation is dedicated to my wonderful parents, who have raised me to be the person I am today. You have been with me every step of the way. Thank you for all the unconditional love, guidance, and support that you have always given me, helping me to succeed.

I also would like to dedicate my work to my adorable sister Zajia, my brothers, relatives, best friends, and classmates, for their support, comments, and valuable pieces of advice. Thanks for all the love, guidance, and generous support they have offered me.

Bouchra Bensaad.

Dedication

I would like to dedicate this work to my dearest and beloved parents who have been the source of inspiration and encouragement. I also dedicate the fruit of my study to my grandfather Alhadj Kadour Ahmed; my grandmother Fatima; and my lovely sisters Wissam, Safa, Marwa, Djihan, Meriem, and Rania Sara.

This dedication goes as well to my friends Khawla, Leila, Maria, Bochra, and Ahlam.

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Abstract

Animals take part in most of children literature; however, the meanings and the authors' intentions are not initially obvious to readers. This dissertation attempts to clarify the multitude of senses imbedded in this fiction. It seeks to examine the background of the shared understanding of animals as part of human culture, their impact on literature, and the way they are portrayed in a selected number of literary works, namely *Orbis Sensualium Pictus* (1658) by John Amos Comenius, *Fabulous Histories* (1786) by Sarah Trimmer, and *Black Beauty* (1877) by Anna Sewell. We argue that mostly the literary devices used to transfuse human features into animals throughout these works are imagery, irony, and anthropomorphism. The exposure of children to such techniques, which aim not only to entertainment, but to educational and developmental purposes, leads to both cultural awareness and effective personal growth.

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General Introduction

Children literature is a powerful means for guidance, amusement, and learning. Parents provide their children with this kind of fiction to promote their development. One of the essential aims of authors as they use animals as characters is building imagery that extends the child's imaginary capacities. Equally important, it is the factoring of the child's intention to exotic symbols in knowledge acquisition that makes the essence of children literature.

Nonetheless, the sense and meanings of animals in many books that pertain to children literature is a very valuable factor that drives this research. Many children around the world dislike reading. For this reason, authors believe that the sign of the animal is an asset for children that can motivate them to read and engage in more suitable readings. Additionally, animals in books represent an opportunity to address fundamental principles to teach, correct human behaviour, preserve, and promote moral beliefs.

Accordingly, it is certain that ideas revolving around the tongues of animals may stimulate the child's imagination and even develop it more than any story that takes place in a realistic way. The child's imagination is initially very limited and it is difficult for us, no matter how we try to convey to the child an abstract message, or to instil in himself the necessary values without being close to his reality. Getting the message across to children in their early years through animals' pictures and actions is always much faster than a normal story that simulates realistic human nature.

This dissertation looks for the exact meaning of how animal stories help children to develop the skills of learning and comprehension, enhance their ability to focus and listen, since a child by nature loves to explore the unknown in the world in which he lives. He always wants to know more about different animals and is interested in the way they move and act. It is

always necessary to diversify the choice of animal stories; basically, we should provide him with more diverse types of information so that we avoid getting him bored or tired.

As it is the case before addressing any problem, there should be some core questions, which inspire the researcher to conduct a particular research. Likewise; this study aims at addressing the following questions: (1) In what ways animals are used in children literature? (2) What are the functions of children literature? (3) How are animals linked to culture? (4) For what purposes animals are used in children literature? (5) What are the techniques and devices used by children literature to portray animals? (6) How are animals used in actual works of children literature?

In this study, it is hypothesized that the tale and other forms of children literature allow the child to grow and develop at his best as his imagination is constantly nurtured and stimulated. Psychological and educational studies have shown that children are readier to imitate the character of an animal than a human figure. Therefore, this dissertation argues that a high percentage of stories that children, especially extremely young ones, tend to get interested in readings in which animals play the starring role. For this, this research deals with the illustrations of animals in children literature to show eventual successful influences and didactic purposes. The implication is that many books that belong to children literature contain animal symbolism as a means of attraction and influence with the purpose to convey a worthy message on and to children.

Animals have played an integral role especially in the earliest books of children literature.

For instance, Jessica Zito (2018) in her dissertation *Animal Protagonists in Children Literature* discussed the main characters in children literature. She tried to cover popular themes that involved infants in literature.

Naima Azmiry (2014) covered many aspects of the functions of animals in Children Literature Since 1900. Her thesis takes the title *Animals and Their Functions in Children Literature*. While her study appears comprehensive it is limited to the post-1900 period.

Amy Ratelle (2012) dealt in her *The Anthropomorphized Animal in Children's Culture* with issues of identity as seen through the characterisation of animals and their inner and external relationships, without broader investigations.

In the same way some authors introduce books which regard, as representation, non-human characters for teaching values and ethics. Other books contain stories that focus on imagination for the purpose of children's pleasure. For instance, Lewis Carroll (1865)'s *Alice's Adventures in Wonderland* goes in this direction. Hence, our research attempts to complement the previous works by highlighting the three main points that animals tend to convey, including the improvement of moral and ethical faculties, enhancement of the learning process, and entertaining and building imagination.

This study deals with the analysis of selected works of children literature based on a theoretical framework of animals' symbolism and references. Thus, books, articles, and websites will be used in order to gather data. The approach used in this work is analytical. It helps in answering the research questions. Besides, this study will depend also on the exploratory and descriptive approaches to discover, describe, and eventually analyse the works' contents and concepts.

Hence, this dissertation is divided into three chapters, with a general introduction and a general conclusion. The first two chapters are devoted to the theoretical part of this study while the third one contains the analytical part. The first chapter tackles the cultural significance of animals. The second one deals with the literary representation of animals. Finally, a third chapter is devoted to the analysis of three works: Anna Sewell's *Black Beauty* (1877), Sarah Trimmer's *Fabulous Histories* (1786), and John Amos Comenius's *Orbis Sensualium Pictus* (1659).

Chapter 1: Cultural Significance and Implications of Animals

1.1. Introduction

The relationship between animals and culture is an old question about the existence of culture in non-human societies. However, we find in this dissertation many sources. Many readings show that culture is a process not product.

It may seem that the animals do not have a culture and minds like humans they are just machines made of meat because they eat without feeling happy, and crying without feeling pain, and grow larger without realizing it.

While a recent study has shown that animal life is much richer than science knows. The famous scientist Charles Darwin confirmed that animals possess mental capabilities just like humans, but they differ only in term of degree, not type. This belief appears to be rooted in the human's daily handling of animals.

Moreover, many new researchers show that animals indeed they played an important role in the lives of some humans, not just because they are useful in practice, but because they are sources of inspiration in many different cultural activities such as literature, art.

1.2. Human-Animal Relationships: A Cross-Culture

Since the emergence of man, life has shared many creatures, the most important and most close to man, the animals of all kinds, and the person was smart in choosing the closest animal to him, according to the benefit that can be obtained from this or that animal.

Hence, in the past few decades, researchers have also begun to look at the effects of human relationships with other animals. However, according to some research, interacting with animals may improve our physical health, our mental health as well as determine aspects of our daily lives.

Therefore, it became necessary to find a direct way to understand animals because the relationships between humans and animals therefore understand of animals, including emotional, conditions, and requirements of living. Since the emergence of man life shared many creatures, the most important and most close to ell as their relationship to human beings of vital importance for the development of human society.

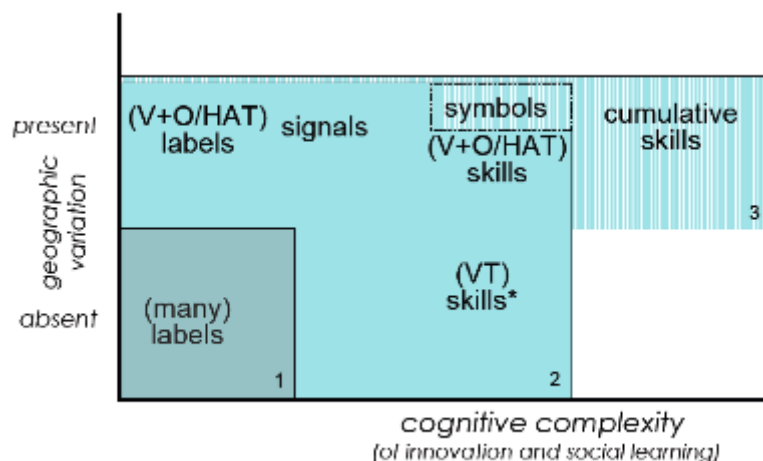
Animals in general and their relationships with humans are complex and multi face. Many factors affect our understanding of animals such as emotions, environment, culture, and sustenance influence our understanding of animals (Rush forth & Moreau, 2013). And as studies confirm, the relationship that binds humans with animals is very similar to those with other humans. This means that the animal fills the emotional void of the human being in all stages of his life.

In addition to that, it has been proven that it brings countless benefits for him on the health and psychological levels, according to more than one study whose results were decisive in terms of confirming this theory. For example, he knew that a group of socially withdrawn children managed, after months of compassion and sympathy with dogs, to speak, express, and communicate.

Moreover, the intimate companionship of dogs also provided an opportunity for the recovery of many who had experienced heart or brain attacks. This indicates, as medical and scientific references confirm, that dogs and other pets is able to reduce the stress associated with the disease and to ensure a speedy recovery.

1.3. Animals' Participation in Human Culture

Animals participate heavily in many aspects of human culture. The following figure shows us the distribution of the inter-relationships in a number of factors:



Legend: V= vertical, O= oblique, H= horizontal, T= transmission

Figure 1. 1 The dimensions of culture and their distribution across animals.

1.3.1 Animals and Religious Beliefs

Humans live with animals over hundreds of thousands of years, during which he engaged in intense confrontations with predatory animals. While he was able to domesticate many varieties of them, but human's interaction with animals was not limited to confrontation and domestication, but went beyond that to developing special values and perceptions related to many varieties of animals, in conjunction with the development and complexity of human cultural and religious systems.



Figure 1. 2 Harappa culture (religious beliefs and seals)

Nevertheless, animals played an important role in the history of religions. On the basis of the ethnographic record and knowledge of ancient religions, as well as major roles in building the hobbies of individuals, clans, and race in some places like some African and South American countries.

For instance, totemic animals play key roles in the religious and cultural practices of local people, who consider these animals attached to their own origin, ancestors, and place, and thus maintain close relationships with them

1.3.1.1 Snake as a Symbol of Evil and Healing

The snake takes a distinguished position in different religions and cultures, mainly due to distinctive longitudinal shape, the lack of feet used in its smooth movement, and to its unique lifestyle, most of them disappear and appear only suddenly and from unknown places. It is often associated with the meanings of evil and harm, due to its release of deadly toxins that claim the lives of those who are exposed to it, and its malice and sudden behaviour when attacking.

Even so, we find the snake of the Pharaohs present and apparent in the drawings and religious writings, as there is the god "Apo phis" who is the evil snake, nicknamed "the devil

of darkness" a symbol of evil, and despite that the Pharaohs established rituals of worship for him, in an attempt to appease him, because of his association with disasters Cosmic, such as earthquakes, floods, hurricanes, and within the perceptions of the struggle of good and evil.

1.3.1 2 Cats from a Goddess to a Maid for Magic

Cats are considered one of the most familiar and widespread animals among human, since humans domesticated them about ten thousand years ago in an effort to benefit from them in order to get rid of the risk of rodents on grain stores.

Undoubtedly, the spread of cats and their proximity to humans necessitated many perceptions and beliefs. When the pharaohs, cats were associated with "Isis" the goddess of motherhood and fertility, and the goddess "Mat" the goddess of truth, justice, order, and it appeared in their pictures and sculptures.

Needless to say, in the Middle Ages, black cats were considered a symbol of evil and were associated with magicians and sorcery, and it was believed that they served witches, and a similar belief appeared among Arab and Muslim peoples, from the belief that the black cat is the residence of demons.

1.4 Childhood Ties to Pets

1.4.1 The Magnitude of Children Owning Pets

We find that many people are still unaware of the benefits that can be achieved for children behind raising pets; some pets are able to understand many of the words that children of different ages use. So those animals can explain the tone of sound and body language. Pets can also reduce the stress, anxiety, loneliness that children may be exposed to, and they also improve cardiovascular health.

The importance of children owning pets is undoubted, as some pets can care and help the children who grow up with them while they are safer and more active because they are part of our daily life and part of our families and provide us with companionship and emotional support and help us to increase our social activities.

While pets can add to the child real joy and unconditional love for their lives, in addition to the child's self-esteem and positive emotion, playing with a dog for example, can raise levels of serotonin and dopamine and improve the child's overall health in a way that may calm the child significantly.

1.4.1.1 Pet Choice's Criteria for Children

After clarifying the important of children owning pets, it should be noted that the family should take into account the conditions of their children and then choose the best pets that is appropriate for the nature of the children. However, the best pets for children can be classified as follows:

1.4.1.1.1 Birds' Appeal to Children

Birds can be an excellent example for many children, although raising some types of birds is more difficult than caring for a turtle or fish, this suits some children, some birds are very smart, others are very social representative of the parrot.

1.4.1.1.1. Cats' Sense of Relationships

The cat is one of the most common animals in homes. Many children have a tendency to love owning one. Yet, this pet requires regular veterinary examinations and could be a better option than a dog if the family has limited living space. In the following figure, a child shows a deep fascination with his cat and a sense of relationship appears in their sights.

1.4.1.1.1 Dogs' Call for Faithfulness

Dogs are an ideal choice for many children. They are very faithful, some dogs may not be suitable for children, and it should be ensured that the dog is social and very comfortable for the child.

1.4.2 Psychology of the Relationship between a Child and an Animal

The animal has a distinctive position in the human world since its birth, such as the rabbit and the bear accompanying it since its first months, sparrows, fish, ducks, and the first signs of knowledge are imitating the voices of the cat, dog, cow and frog, and the first book he watches fill pages with animal drawings, and stories before bed revolve around pets and predators.

Animals are beautiful creatures that make life more useful because they represent love and Kindness and tenderness. It is a good idea to keep them at home if possible. These local creatures supply human's psychological support and human spirit especially, in the emotional development of children.

As long as a person is likened to an animal, it is said that the human being is a talking animal, a domesticated animal, or a social animal.

This means that what separates a person from an animal is nothing but some of the attributes that God has assigned to a person, such as mind, in the first place, followed by pronunciation and emotion.

1.4.2.1 Psychological Analysis of the Relationship between the Child and the Animal

Pet ownership and children's ties with accompanying animals may have the potential to affect positively the growth of the children and the adolescents, but these relationships have received little attention, the need for research in this area has been recognized.

In the psychological analysis of the relationship between the child and the animal, it has been found through studies that the animal becomes at a certain stage in the child's life a transitional or emotional alternative to which the child relates and is called a guide to granting him a human quality begins with a multi-face relationship and goals.

On the one hand, he becomes the only friend who shares the bed, inhabits his room, and accompanies him throughout the house and outside, and plays with him, discusses and cares for him, thus beginning the stage of the child's learning of the concept of emotional relationships.

The animal has become a human symbolic character on which the child overlooks his tendencies and struggles, and through his presence, he tries to compensate for the emotional absence and interactive physical contact with one of the parents or one of the family.

What explains to us the reason that the child spends long times with his animal friend speaks to him, and complains to him about his concerns, and tells him what he cannot reveal to adult, because he fully realizes that he will not face rejection or neglect him. So that he can sleep because of his urgent need for a sense of existential psychological security, he has Cuddling the person who wants him at his side or wants to have a normal relationship with him, as he has completed the emotional discharge process.

This attachment then indicates emotional deprivation and the child's need to satisfy his need for affection and affection through the presence of the animal that bestowed upon him the human symbolic character.

1.5 Universal Mythological References of Animals

1.5.1 Mythological Animals throughout History

Throughout history, people have invented many myths about strange animals found in various environments in earth. Legendary creatures have captured imaginations, since the dawn

of time and with the passage of time. Others believed these myths until they believed in them and looked for these creative animals.

Equally important, the popular world imagination also arose from a set of myths that built his personality and culture whether in the east, or the west. Mythical creatures were an integral part of this culture.

Since ancient times, man has tried to explain everything happening around him in nature according to myth and fictional creatures in the absence of scientific research methods and knowledge, but now that we have witnessed a terrible scientific development in our world, these creatures and ancient stories have evolved into credible tales.

Moreover, myths and fantasy cinema movies are filled with diverse mythical creatures, and each of these creatures has a story behind it is part of reality. These creatures were terrifying with their unnatural physiology and deadly strength. This is why their stories have continued over the centuries.

1.5.2 The Mythology of Animals in Children Literature

The animals accompany man at all stages of his life to this day. Man has sought in ancient societies to benefit from the animal he lives with. However, the ancient peoples of animals have taken symbols for it. We find thousands of stories, folk tales, and myths on the tongue of the animal, and sometimes we find great resemblance to some myths of different peoples.

Hence, the mythical concept relies on imagination to create characters that are virtually unfounded like, witches, giants, and ghosts, which believes the child in his presence in reality. The scholars of mythology and the ideals are unanimous in the belief and belief nature of the myth, with the sanctity that this holds. Edith Hamilton, a specialist in Greek Mythology says:

"Mythology is an explanation of something in nature; it is not an account of religion. However, there are examples of myths that explain nothing and other examples where religion seems to be a part of mythology".

Therefore, myths played an important role in the world of children's stories full of fantasy adventures, especially since people have long written stories, according to Greek and pagan beliefs about the heroes who control natural phenomena such as storms, thunder, and the sun. Long stories about legendary heroes, the most famous of which are the Iliad and Odyssey of Homer, who liked children's books, likewise the epic stories of English king Arthur and his magic sword, and knights of the round table.

Moreover, children learn through the stories in the human side. Myths also hold a good space in the literature of the child, to form a source of the group of characters and heroes that are usually included in children's stories, so what these tales have achieved in the stories of younger children. Magic creatures can be bigger and stronger, and they can also give superpowers to children's characters. For older book readers such as CS Lewis, Alan Garner, Neil Gaiman, Philip Pullman, Diana Wynne-Jones, and J.K. Rowling.

1.5.3 Animals in Chinese Culture

1.5.3.1 Chinese Dragon

The dragons are a totem and symbol of the Chinese nation. It is animals in western myths and legends because, it often means evil and brutality, which differs from the meaning of "strength, dignity and prosperity" in Chinese culture. The source of the dragons is attributed to the cult of totem in primitive society. It was a dragon in Chinese folk tales, and he could fly to the sky and plunge into the water, and this raises clouds and descends rain.

Universally and without a shadow of doubt, dragon is a special phenomenon of Chinese culture. In the modern Chinese language, there are many proverbs and tales about the dragons, which confirm the Chinese feelings towards the dragons.

Today, the Dragons remain the highest in the hearts of the Chinese. They call their country the "eastern dragon" and the dragons can be considered the totem of the Chinese. In addition, there are many expressions related to the dragons, all of which reflect the traditional Chinese cultural connotations.

1.5.3.2 Turtle Culture

In modern Chinese, the turtle was a dishonourable word, and the word turtle has always been associated with words of degradation of dignity and destiny, but in ancient times Chinese the turtle was a pond. The history of turtle culture in China can be traced back to the primitive era, and we can see turtle paintings in a large number of monuments. The tortoise is a crawl that resists hunger and thirst, and is characterized by long life and is considered a symbol of long life.

Besides, in Chinese culture, the turtle has remained silent, and there is no conflict between it and others, so some praise the nature of the turtle believe that the turtle has the skill of intelligence represented in the priesthood of good and evil, so people raise it at home believing that the turtle can bring safety and security and avoid evil.

1.5.4 Animal Worship in Different Cultures and Civilizations.

The animals were considered a true incarnation of deity and considered an intermediary of deity, because it depicted an important aspect of humanity and our attachment to our planet. Since ancient times, sacred animals were worshiped in various cultures, and in ancient Greek

and Roman Myths the deities were mostly disguised in the bodies of animals, while in the Paranoiac civilisations animals were of interest, sanctification, and worship as well.

As for the Indians, they are now immersed in animal worship, and the circle expands to include the civilizations of Asia, Latin America, Europe, and most between ancient civilizations and modern life. Animals worship still occupies a large space in the minds of some people and we will see some animals that are worshiped in different cultures.

1.5.4.1 Cow Worship

Hindu denominations differ in their view of cow animal, there are denominations that have respect and reverence, and according to the view of the denominations of cow they do not worship them; Rather, we see that all animals are sacred in general, and the cow in particular because it is a symbol of the always-nourishing land, which they represent life due to its extreme generosity.

Further, Hindus consider all living creatures sacred - mammals, fishes, birds and more holiness of the cow is due to its usefulness as a species, so it only takes water, grass and grains while it gives people milk, cream, milk, cheese, butter, as well as ghee. If the cow slaughtered it grants meat, bone, skin and everything in it is used one way or another.

As for the other militant groups, they really worship the cows. Indeed, there are armed groups who monitor the ones who slaughter the cows and eat them, to kill them, and take the cows from his family. These groups were known as “cow protectors”

Moreover, was the Sanskrit epic, the Mahabharata (composed between 300 B.C. and A.D. 300) that explained the transition to the non-eating of cows in a famous myth:

Once, when there was a great famine, King

Prithu took up his bow and arrow and pursued

The earth to force her to yield nourishment for
his people. The earth assumed the form of a
cow and begged him to spare her life; she then
allowed him to milk her for all that the people
Needed. Mahabharata

Famously, Gandhi attempted to make vegetarianism, particularly the taboo against eating beef, a central tenet of Hinduism. But he never called for the banning of cow slaughter in India. He said,

How can I force anyone not to slaughter
cows unless he is himself so disposed? It is
not as if there were only Hindus in the Indian
Union. There are Muslims, Parses, and Christians
and other religious groups here. Gandhi

1.5.4.2 The Elephant Worship

Asian civilizations saw in the elephant what they did not see in other animals. It is huge and good for fighting, and it is the largest terrestrial animal on our planet, it is especially celebrated as the highest animal arranged among Hinduism through the concept of reincarnation.

Namely, in ancient times it was a decisive source of battles. From the battlefield came the role of the religious elephant to occupy a distinctive divine position among Asian religions, and it is still revered to this day as spiritual symbols. Buddhists believe that the so-called "white elephants" a light-collared elephant, and in Thailand white elephants are considered kings.

Further, the elephant is sacred animal to Hindus in India, and some Hindu denominations believe that it is a living incarnation of the Ganesh god, which is one of the most prominent

Hindu deities, and it is depicted in temples with the head of an elephant and the body of a mouse or a human body.

According to the Hindus, every part of the elephant god has a symbolic function. Ganesh head means the ability to gain wisdom and knowledge, the big ear gives patience and listen carefully, while the small eyes of Ganesh look to the future and get to know the truth, and his big belly symbolizes the ability to digest all of the best And the worst in life.

Moreover, an ancient Hindu text promises that "all obstacles, whatever they may be, will be removed through Ganesh worship." Today, after Shiva orders that anyone starts a new cult in Ganesh; Hindus often call the name of the elephant god the beginning of worship, trekking, and projects - like the Elephant Taming Adventure documented in The Elephant Men.

1.6. Conclusion

This chapter has shown the relationship between animals and cultures, and the importance of animals in human cultural aspects.

It has shown how animals have played an important role in the history of religions on the basis of the ethnographic record and knowledge of ancient religions. As well as some major roles that contributed in building the hobbies of individuals, clans, and race in some places.

Next, the importance of children owning pets is undoubted, as some pets can care and help the children who grow up with them while they are safer and more active because they are part of our daily. However, the animal has become a symbolic human figure that the child overlooks his tendencies and struggles, and through his presence, he tries to compensate for the emotional absence and the interactive physical contact with a parent or family member.

After that, the mythical concept also relies on imagination to create almost unfounded characters such as witches, giants, ghosts. While myths have played an important role in the

world of children's stories full of fairy-tale adventures, and myths keep a good space in children's literature, to be a source for the group of characters and heroes who are usually included in children's stories.

Finally, we talked about animal worship in different cultures and civilizations. The sacred animals were worshiped in various cultures, and in ancient Greek and Roman mythology, and the Pharaonic civilization as well.

Chapter 2: Animals' Allegory and Symbolism in Literature

2.1. Introduction

Animals take an essential place in children literature and help writers to express their thoughts by highlighting their main purposes. Also, animals as characters are designed to mimic the life of humans. Furthermore, many writers believe that not only animals can be useful characters, but they can also do what humans cannot. Moreover, writers' creativity can be fostered by their attempt to use animals as a tool for particular ends. To reflect their imaginative thinking, they resort to anthropomorphism for educational and entertaining purposes, adding it as an essential device to interpret human life. So that young readers will receive easily the target meaning that writers intend to convey. In addition to that, animals are among the main factors that contribute in the evolution of children literature, which is a collection of books, designed for children aged between seven to their early adolescence. In this sense, "one can see in literature written for children an aesthetic-didactic objective" (Abu Hazira, 2011).

The origins of children literature traces back to the seventeenth century when Sarah Trimmer introduced a book in 1786 titled *Fabulous Histories*, related to children and education. Also, "the earliest books written for children were entirely religious, instructional for the improvement of their morals and manners." (Introduction to the world of literature).

On the other hand, there are many people who believe that the emergence of children's literature is by Charles Dodgson, who produces the first fantastic story, *Alice's adventure in wonderland*. "Children literature as we know it today began in 1865 when Charles Dodgson (under the pen name of Lewis Carroll) wrote *Alice's Adventure in wonderland* it was the first novel written especially for children that was purely entertaining" (introduction to the world literature). In this chapter, we will introduce the influence of animals in children's literature. Additionally, we examined the anthropomorphism concept and the main kind of animal in stories. Then, we will present the significant animal symbolism in children's literature.

2.2. The impact of Animals in Children Literature:

Animals play a significant role in children literature, which bring the intention of a young reader. Thus, they are considered a tool to acquire a child's new knowledge. As well as amuse and moralize him in right way.

According to the title, we will introduce the main concepts that show the effects of animals in children's literature.

2.2.1. The Development of the Learning Process through Animal's Stories:

Almost of writers use animal characters in stories for education. Many psychological studies confirm that child fascinates with animals, and seem like a weak point for a child. So, animal stories may control a child's mind and motivates him to start learning and promoting his level at in early age. "Louis Rosenblatt 1938 argues that children read literature to experience Life; they live inside the world of story to engage in inquiry that transforms their thinking about their lives and world "(stories and meaning, p119).

Animal stories open the doors for the child to discover various worlds' cultures, also contributing to raising the ability of attention. Besides, it develops the capacity of absorption and assimilation for the child, also enriches his vocabulary.

2.2.2. Behaviourist Perspective on the Child's Personality and Moral Edification

Animals give an opportunity to allow teaching life lessons, morals, and virtues. Accordingly, the goal of writers behind using animals in their books is to conduct children and young readers for being conscious. As well as contributing at learning morals and distinguish between the desired behaviour and unacceptable behaviour toward humans and even animals. "Sophisticated presentation of moral issues and characters in children literature. "(Donna, 2003).

Thus, writers aim at treating the immoral act "were intended to teach societal and religious morals as well as the potential consequences of acting immorally." (Zito, 2018)

In the early 17th century, children were regarded animals as objects, fragile things, or play. It was too harsh treatment. Thus, children's literature flourished thanks to the earliest writers who introduced books for engaging child, to learn and build a reasonable behaviourism. So that being kind, gentle, and merciful towards animals.

2.2.3. Animals Stories as a Means of Pleasure:

The child sees animals from his own perspective; he discovers strange emotions and thoughts. When he reads or listens to animal stories, he ultimately gets involved. It follows that a reaction and interaction with it, then he starts to imagine the episodes and lives the moments. "And it is necessary to amuse and respect children in order that the proper associations of ideas can be formed" (crosslet, p. 1). Actually stories will be more attractive and readable if is provided with pictures of colourful animals and nature, so that child reads amusedly.

2.3. Animal Stories sort in Children Literature:

Children's literature is full of tales and stories. Alternatively, these stories compose of two well-known sorts' fables and fairy tales. Generally, they have the same features; both of them are unreal, having animals character and imagery. However, they are quite different, that is to say, they have different objectives. Mostly fables are conveyed morals, but fairy tales are only for pleasure.

2.3.1. The Meaning and Functions of Fables in Children Literature:

Notably, fable is an illusionary piece of writing that contains a moral. Usually, animals take the role of protagonists and portray events that occur to humans in their real life. In addition to that, fables do not have a happy ending because of the negative of ending is the main root of

moral. Subsequently, well-known dictionaries have different definitions of the word fable. For instance, the Oxford dictionary defines fables as a short story, typically with animals as characters, conveying a moral. According to Collins dictionary, it introduces a fable as a story that teaches a moral lesson. Fables sometimes have animals as the main character. On the other hand, the Macmillan dictionary defines fables as a traditional story, usually about animals that teach moral lessons.

Alternatively, the vocabulary dictionary affirms that fable is a moral tale that often features animal characters. Another source that is named "your dictionary" defines a fable as a short story to teach a lesson, often with animals behaving as human or a story that is a lie. Nevertheless, it gives another explanation which fable is a fictitious story meant to teach a moral lesson. The characters are usually talking animals. However, literary terms source defines fable as a short fictional story that has a moral or teaches a lesson. Fable use humanized animals, and therefore considered to be a subgenre of fantasy.

Apparently, these fables were emerged during middle age; in, Greece, the first collection was designed by Demetrius Phalaris. In light of this, Greek people were weak, so they could not express their thoughts about a political situation. Thus, it was hard and risky to open a conversation with masters. For that reason, fables were a refuge to Greeks for free criticism against the government because fables were full of allegories and codes.

Evidentially, the primary objective behind writing fables is to convey a moral, and provides the child with suitable lessons based on illustrations about life.

Moreover, fable is a way that guides the child for possessing virtues such as loyalty, love, kindness, friendship. On the contrary, fable intends to show undesirable behaviour and vices that should not possess like dishonesty, impoliteness, and cruelty. "Children animal stories, then

was not just a repetition of Aesopian fable but added either an anti-cruelty message "Coslett, P1" Also, fable could be used for the purpose of satire and criticism.

2.3.2. The Significance and the Role of Fairy Tales in Children Literature:

Fairy tales are very known stories that are made for children, it is full of allusion and magical creatures, and it generally contains weird characters like a beast, angles, dwarfs, unicorns, and witches. Clearly, this kind of story consists of powerful fiction imagination and strange creation. Frequently, it brings attention to readers and excites a whole of emotions that mixed of wonder, surprise and curiosity. "Animal fantasy extols the importance of reading."(Martin.2011). According to the Cambridge dictionary defines a fairy tale as a classic story written for children that usually involves imaginary creatures and magic. However, Collins dictionary demonstrates that a fairy tale is a story for children involving magical events and imaginary creatures. Furthermore, vocabulary source mentions that fairy tale is a magical story for children, also lexicon source regards fairy tale as a children story about magical and imaginary beings and lands a fairy story.

Generally, fairy tales have a happy ending and do not convey messages or morals it is only for pleasure. On the other word is more entertaining rather than instructive. Hence, animals make the narrative as much as attractive and unreal. It follows that building child's imagination and acquiring an awareness of the world's cultures.

2.4. Anthropomorphism Device in Children Literature:

Anthropomorphism is a literary technique use to embody human features to non-human such as animals, objects, deities, angels. Whereas it comes from the Greek and composed of two words. "Anthropic" means human, "and "morph" means form. According to ancient Cultures, anthropomorphism is used to feature a human characteristic to deities. Some of

philosophers and authors defined anthropomorphism according to their point of view for example:

Sigmund Freud explains that people anthropomorphize for sentimental causes to make inimical or unfamiliar world less menacing. While philosopher David Hume declared that anthropomorphism is used to explain the ambiguous world. However, Brancis Bacon suggested that anthropomorphism prevent the understanding of the world, and it is still continuous. Precisely, this quotation gives a brief analyses or explanation about the anthropomorphism of characters. "The anthropomorphism of characters, meanwhile, does implicitly acknowledge the presence of the reader, but it would be an assumption that goes against the logic of narrative itself to assume that the novel's intended readers are humans and only humans" (Rattele, p. 120)

The origin of anthropomorphism offers an account similar to that given for animism anthropomorphism also is used in two ways .in theology, it means attributing human characteristics to nonhuman phenomena. In my terms, it is the class of apparent instances of humanity that have proved illusory, just animism is universal in perception generally, so anthropomorphism is universal in human perception." (Gothic, face in clod 1993. p.6)

Usually, anthropomorphism is assigned in children's literature. Such as fantasy, mythology, folk tales, and religious stories. Actually, animals are the most anthropomorphized in stories. This is used as a literary work in which interpreting human qualities to animals. So that imitate human action properly and behave like them.

2.4.1 Anthropomorphism and Personification

Mostly anthropomorphism and personification are similar. However, there is a slit difference between the two words to clarify. Anthropomorphism gives features of human and put in animals or objects which they actually act like a human. While personification depicts abstract things such as hope, love, peace, and sadness.

In this regard, anthropomorphism is a kind of personification in which animals or objects and describes people with abilities like talking, walking upright, and thinking critically.

The following examples clarify the differences between Personification and Anthropomorphism:

2.4.1.1. Anthropomorphism

The wise owl said to the confused frog, "I know why you are suffering, and I can help you find your way.

In this example, the owl has become a person with fully human abilities to think and talk.

2.4.1.2. Personification

The owl laughed with a "hoot-hoot!"

In this example, the owl has taken on one human attribute: it laughs.

2.4.2. Characteristics of Anthropomorphism and Personification

When we discuss the characteristics each of personification and anthropomorphism, we simply remember those concepts:

Table 1 Characteristics of anthropomorphism and personification (grammar.yourdictionary)

Anthropomorphism	Personification
gives a more literal meaning. Animals or objects to act like human beings. Its common synonym is "humanization."	gives a figurative meaning. creates visual imagery. Its common <u>synonym</u> is "representation."

2.5. Animal Symbolism in Children Literature

Children's literature takes into account introducing symbols of animals. Generally, each animal has a particular symbol that describes its prominent features. We demonstrate the most notable symbol of animal in children literature as follows:

2.5.1 The Lion

The lion is commonly used as a powerful character in children's stories. It is depicted as leadership brevity and power. Furthermore, it takes the role of the king who controls the other animal in the jungle.

2.5.2 The Dog

Since a dog is lovely and loyal animal is considered to be the preferable animal to human, especially kids. It is a social animal that companies its master everywhere. Thus, usually the dog plays the role of a loyal friend.

2.5.3 The Peacock

Acutely Peacock linked to a paradise "conference of birds by Farid Din Attar declared that peacock is one of the animals that originally existed in paradise." (Attar, Harvey.2001).

"The peacock is symbolic of immorality"(Arthur H, Collins M.A.1913)

Accordingly, Peacock is a sign of beauty and pride that is referred to its colourful feathering. It represents a superego because it swaggers.

2.5.4 The Rabbit

As we all know, the rabbit is one of the most well-known animals in literature. Often do, we encounter him in fairy tales. Rabbit is commonly judgemental, lacks a sense of responsibility has an intensity of running in the times of need. We see this running behaviour in the tale of "Alice in wonderland." While his judgemental quality shows in the famous fable of "rabbit and turtle."

2.5.5 The Horse

The horse portrays many symbols such as dignity, pride, and faith. "During the nineteenth century, horses often simultaneously embodied such human values as status, wealth, nobility and military power" (Retell, 2012). According to Roman, the horse is a symbol of life and survival.

Usually, he known always seeks to sustain his pride and glory. Also represents also freedom due to its use in books as a running free animal with no bounds as it crosses the lands. Additionally, the horse always makes decisions of pride over intelligence.

2.5.6 The Pigeon (Dove)

It could be said that "generally the dove signifies the Holy Spirit. This symbolism is derived from the fact that he came down on Jesus at his baptism in this form" (Arthur, Collins.1919.p30). Pigeons and doves are lovely kinds of birds. Generally carry the symbol of peace. According to different stories, Dove; is depicted with a pure soul and symbol of life and freedom. Moreover, the dove is an international sign of peace.

2.5.7 The Ant

Ant is the smallest creature on the earth, yet it has an extraordinary organization. Usually, is associated with steadiness and patience. It generally represents hard work and plays a significant role in children's stories. In which motivates children to work hard and make efforts to achieve their goals.

2.5.8 The Fox

It is well used in fable usually; it is associated with cheating, dishonesty. It plays the role of a trickster, sly, and greedy, yet he represents smartness.

2.5.9 The Bear

It is a giant animal that lives in the mountains. Its favourite food is honey, also hunts fishes and swims skilfully. However, bear is one of the principal characters in children's tales, it plays a role that is entirely different from it is a natural feature. It mostly takes the role of stupid.

2.6. Conclusion

To sum up, animals are an essential part of children's literature that stimulates education and advances measurable behaviour and morals.

Besides, animals are used in both fable and fairy tales, which is applied by anthropomorphism technique that transforms human features into the animals. In other word, the writer makes animal characters within the story act like humans. Even children's literature allows showing animal symbolism or describes the features that are suitable for each animal in the story.

Chapter 3: Portrayal of Animals in Selected Works of Children's Literature

3.1. Introduction

Characters are the main element in building the story, and they are no less important than the event. Thus, the character appears in children's stories differently from adult stories, which are determined by the image of the person. The characters in children's stories are multiple. Furthermore, it varied in the image of human being, and in the body of animal.

Therefore, every story we tell to children represents for them a story of struggle, and research always repeating what the most critical person does in it, or thinking about his fate or his adventures. Moreover, it is in a child's nature to see stories about other living things. Such as, animals for example.

Hence, the authors express how animal feels when a human is injured, although they cannot actually speak, they use them as humans. To illustrate that animals have a pure soul that feels pain, sadness, and happiness as a human being, also sends a message to humanity to deal with it better.

Besides, the meaning of animals in books or stories attracts reader's attention first, in order to continue researching the character of these animals and the reason for their use. In this chapter, we will present how animals thrive in a child's mind, by reading animal books or stories.

3.2. Black Beauty as a Metaphorical Fiction

3.2.1 The Biography of Anna Sewell

Anna Sewell, English novelist born in 1820. She received a good education at home from her mother, who was fluent in writing for children. At the age of fourteen, her ankle was seriously injured, which prevented her from walking, and for the rest of her life, she relied on a carriage drawn by a horse for the rest of her life, which deepened her bond with horses

between 1871, and 1877. She wrote the manuscript of her only novel, «Black Beauty. » The novel was initially intended for adults who deal with horses to urge them to treat them well, but it became one of the most famous children's novels. Sewell passed away in April 1878, five months after publishing her novel.

3.2.2 *Black Beauty* as a Moral Value

What gives stories their share of immortality is the ability of their writer to dive into the depths of souls. He senses her vigils, senses her pain, and clears her hopes. However, what Anna Sewell has created goes beyond that. She was able to photograph for us what is traveling on the same horse.

Hence the horse played a vital role in nineteenth-century English society, and yet they mistreated it. Furthermore, the first purpose of this novel is his call for gentle treatment. However, the reader is soon surprised when he finds this horse talking about a person and his problems and reveals to immoral value of Black Beauty is "never mistreat animals."

Moral value of Black Beauty is "never mistreat animals." Beauty's good morals also teach young children a great lesson in how far a good character can get you in life. Hence, Black Beauty able to its readers perceives evil, and good. Therefore, through her words, she directs the kindness and good behaviour towards a beast and man to be alike.

After all the suffering, Beauty experienced during his lifetime, his final words are, " My troubles are all over, and I am at home" (213).

3.2.3 Suffering and Violence in *Black Beauty*

One of the essential messages Sewell aims to demonstrate through Black Beauty is that animals a very sensitive, and disallowed to injure or hurt them "animals deserve rights because

they so resemble us." (william.1998). While *Black Beauty* shows us that everyone suffers, animals and humans alike, but the important thing is how you cope with it.

Black Beauty is one of the most sensitive and heartfelt animal stories that I have read, because it exposes the suffering of horses due to the thoughtless and cruel conduct of humans and advocates the need for their overall welfare. "We have no right to distress any of god's creature without a very good reason"(Sewell. p. 211).

Further, much of the pain and suffering in this story are caused by ignorant humans. By describing how innocent animals suffer due to ignorance, Sewell shows that ignorance is just as evil as evil itself. "He has known joy and violence. Felt the warmth of children and the cruelty of abuse. He has nearly died saving lives and merely been killed by a drunken act. He has known the finery of grand estates and the filth of stinking slums. He has survived fire and flood, starvation and torment. And nothing could break his spirit-or his great love. This is his life. He is called the horse." (Sewell)

In this regard, it is said that what inspired Anna to write the only book she ever wrote was to create social awareness of the suffering of horses and to induce to treat them with kindness, compassion, and understanding.

3.2.4 *Black Beauty* Through the Anthropomorphic Lens

Since we mentioned in chapter two, that anthropomorphism as a literary technique used to embody human features to nonhuman such as animals, objects. It was used in the novel as a literary device, is used also widely in children's literature in order to make moral stories further interesting, gripping and educative. While the author gives human characteristics to non-human entities such as animals, to convey her readers a horse's mind, and what he goes through his whole life.

3.3 *Fabulous Histories* by Sarah trimmer:

3.3.1 Biography of Sarah Trimmer

Sarah trimmer is a famous children's author who successfully wrote children's stories that took an important place in literature during the 17th and 18th centuries. She introduces the most well-known book called "fabulous histories," which contains specific objectives for children and young readers' instruction.

She attempts to guide Christian generousness toward the animal. Moreover, demonstrates that human is a responsible and dominant over other creation (animal). She expresses that human has a right to kill animal whether for food or protection (protect their selves from the savage animal). Yet, she announces a prohibition of killing or hurting animals with no reasons. Otherwise, it is considered to be encroachment against the divine principal.

3.3.2 Allegory of Sarah trimmer through Animals

Fabulous histories are an imaginary story that talks about robin's family (redbreast), which are composed of the parent's bird and their nestling Robin, Flaps, Dickey, and Pecks and a human (Benson family) the main characters Master Frederick and Miss Harriet. This novel contains a conversation between birds. However, children and young readers may believe that animals could talk. For this reason, Sarah announced that talking animals are only in fable and fantasy story.

3.3.3 Robin's Family as Model of Teaching Values

Precisely Trimmer focuses on Robin's family and employs a metaphor through these birds to correct human behaviour. "It leads the mind to contemplate the perfections of the Supreme Being, and also furnishes a variety of useful hints for the conduct of human affairs." (Trimmer, 1786).

Notably, fabulous Histories are full of events and life lessons that are illustrated in many scenes. For instance, when the mother's bird went to work while let her nestling to their father however, he was afraid to fail to care for them, and he started singing to amuse them.

3.3.4. Patience and Responsibility

Robin now remarked that [the song] was beautiful indeed, and expressed his desire to learn it by all means, said his father, "I shall sing it very often, so you may learn it if you please." For my part, said Flaps, I do not think I could have the patience to learn it; it will take so much time. – Nothing, my dear Flaps, answered the father, can be acquired without patience, and I am sorry to find yours [sic] begin to fail you already [...] I do not doubt your application to whatever your mother requires of you, and she is an excellent judge both of your talents, and of what is suitable to your station in life. She is no songster herself, and yet she is very bright, I assure you, (Creating Animal Experience in Late Eighteenth Century Narrative, 2010).

According to this scene, Sarah Trimmer advises, the righteousness of patience as illustrated in the previous passage. When Flaps, the little bird, could not be patient in learning the song, but his father recommended him that there is nothing without patience. On the other hand, she gives a hint that each of male and female has a suitable task. to put it in another way, a mother can fulfil the desire and needs of her kids naturally, any mother charged with this task, and usually, this is the duty of any woman, as well as a father, has a particular task to do or stuff that suitable for him. Also, she recommends virtues of application as it is mentioned in the passage, and asserts that human should make efforts, so that succeed and improves himself.

3.3.5. Robin's Family as Model of Teaching Morals

3.3.5.1. Forbiddance Violence Against Animals

Sarah's Trimmer aims to spotlight on the violence against animals. Actually, great histories show the harmful act of children toward animals. Unconsciously they treat animal as

breakable things. For instance, she mentioned children who caused the death of baby birds when they change their nest to another place, and then the baby birds died because of starving. Additionally, they damaged every animal and threw it by stones.

3.3.5.2. Robins Family and Moral Edification

Robin's family is an ok, example of teaching right manners and courtesy. For some, the young redbreasts behaved very well, but at length, Dickey, familiarized by the kind treatment he meets with forgot his father injections and began to hope about in a coarse manner. He even jumped into the plate of bread and butter, and having a mind to taste the tea, hopping on the edge of a cup but, dipping his foot in the hot liquor he was glad to make a hasty retreat to the great division of master Fredrick Flaps took freedom peeking at sugar, but founded too hard for her tender beak. For these liberties, their mother reproved them, saying she would never bring them again if they were guilty of such rudeness as to take what was not offered to them; p 105

According to this scene, the mother's bird was upset about the misbehaviour of the younger redbreast Dickey and Flaps, significantly when Dickey jumped into the plate. Besides, she warned them not to take something that is not given to them. In consequence, she punished them not to bring them anymore until they improve their attitude.

On the other hand, Robins confirm that family is customarily the primary social institution, and that is exemplified when the father bird recommended Dickey after he ate four worms himself without participating them among their brothers. "In a family every individual ought to consult the welfare of the whole, instead of his private satisfaction."(p.69). According to this quotation, the father bird emphasizes the unity of the family.

3.4 Orbis Sensualium Pictus

3.4.1 Biography of Orbis

Orbis Sensualium Pictus was published in 1658, which was introduced by the author Jon Komensky, and he is widely known name is "Comenius."

Comenius was interested in reading, writing, and philosophy, yet he was focused on education theories, and he believed that prosperity and peace could be achieved when the education system developed.

Therefore, the author gave a consideration of child progress mind. So that he established a textbook based on the necessary knowledge and provided with many pictures that engaged children to start learning.

3.4.2 Orbis as an Educational Book

The book was written in Latin language, which was a regularly taught in institutions and well-used language by the sovereignty. This book was translated in many languages, including Britain, and the first English publication was in 1659 and was translated as a visible word or "the world around us with pictures" by Charles Hole. Orbis was regarded as the pictures as a critical component of the education process which motivated children to study and discover the world more.

The first chapter, attended to teach children how to pronounce the alphabets and speak correctly by imitating animal noises, as illustrated in the previous pictures.

Above all, the author presented god, then he introduced his creatures, including animals. Mostly the book focused on animals. Significantly Comenius explained and attempted to teach children about a staggering variety of exotic animal, for example, flying vermin. On the other hand, he took into account the description of birds like waterfowl, glow worm, ravenous birds.

3.5. Conclusion

In short, both Sarah Trimmer and Anna Sewell anthropomorphized animals for particular objectives. The two novels have a meaningful purpose, which is transmitted through the animals. However, Sarah Trimmer believed that human could distinguish between rights and wrong. She correctly used metaphorical birds to show the sufferance of animal that is caused by human. She introduced fabulous histories not only for children's instruction, but also for parents in order to aware, guide, and teach their kids to treat animals better. As we have seen Anna Sewell in *Black Beauty*, she anthropomorphized horse for sending the implicit message that animals feel pain. Further, she declared that is unacceptable to hurt them. The last book *Orbis Sensualium pictus* is produced only for instruction, which are attempts to encourage children to learn. Again, the writer displayed a picture and description of animals for child mind advancement.

General Conclusion

In conclusion, this dissertation provides a comprehensive understanding of the significance of animals in children literature that goes beyond the entertaining ends. Animals in children literature show authors' focus on culture, mythology, and the representation of non-human characters to teach values and ethics through the anthropomorphism device that is used by writers to transfer human features to non-human. Also, this research highlighted the development of learning skills and comprehension for children. Animals represent different states of human nature; each animal represents a number of human qualities that could go from virtues to vices. For example, lion bravery, horse nobility and wolf cunning appear in many works. The positive and constructive side of animal stories could be used as a tool of education and guidance. Animals can provide an opportunity to children to know that humans are smart beings with moral values. The bringing up of events and problems in stories of animals is very important for helping children to imagine the events and draw mental pictures, which lead them to face the problems and increase the ability to think about finding solutions and creativity before meeting them at the end of story.

The sincere writer is the one who is able to inspire the child and motivate him to think about finding the necessary and appropriate solutions of problems in his life. We appreciate the role of writers who write animals stories, but we rarely find a book with sufficient cultural awareness in children literature. Supposedly, such works should promote the education of the child, develop his mental ability and improve his behavioural capacities.

More importantly, children's consciousness could be enhanced through the multitude of animal depictions in literature. As a result, new generations with conscious thinking could embrace scientific and moral perspectives to encounter the matters of life.

For a renewal of research in the field of children literature, private research centres well equipped with adequate tools and capable of observing samples of children with different cultural backgrounds could reflect on our society and envisage new horizons of children's creativity and production.

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Université Amar Thelidji- Laghouat

Faculté des lettres et des langues étrangères
Département d'anglais

Résumé

Domaine : Lettres et langues étrangères

Filière : Anglais

Option : Littérature Anglaise

Thème : **Animals and Their Significance in Children Literature:
Selected Portrayals in**

John Amos Comenius's *Orbis Sensualium Pictus* (1659), Anna Sewell's *Black Beauty* (1877), and Sarah Trimmer's *Fabulous Histories* (1786)

Présenté par: Bensaad Bouchra / Souilah Fatima Zohra

Encadré par: Mr. Naoumi Mohammed

Les animaux font partie de la littérature enfantine comme personnages essentiels. Mais les intentions des auteurs et le sens prévu n'apparaissent pas dès la première rencontre avec ces lectures. Ce mémoire prévoit à éclaircir ces sens et à découvrir les aspects culturels qui entourent les animaux comme concepts historiques. Aussi, l'impact des animaux sur la littérature est couvert pour arriver à analyser trois œuvres de cette littérature y compris *Orbis Sensualium Pictus* (1659) de John Amos Comenius, *Black Beauty* (1877) de Anna Sewell, et *Fabulous Histories* (1786) de Sarah Trimmer's. Cette étude a démontré que l'anthropomorphisme est l'outil littéraire utilisé par la majorité des auteurs concernés pour transfuser les caractères de l'espèce humaine aux animaux pour des fins éducatifs et à titre du développement personnel.



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وزارة التعليم العالي و البحث العلمي



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الشعبة: لغة إنجليزية

التخصص : ادب وحضارة انجليزية

عنوان المذكرة : الحيوانات ومعانيها في أدب الأطفال: تمثيلات مختارة في

"Orbis sensualium pictus" لكومنيوس (1658)، "Fabulous Histories" لسارة تريمر (1786)

و "Black Beauty" لأنا سيويل (1877)

تقديم الطالب: بن سعد بشرى / صويلح فاطمة الزهراء

الأستاذ المؤطر: نعومي محمد

ملخص

تحوز الحيوانات كشخصيات في أدب الأطفال على مكانة هامة، غير أن المعاني والمقاصد التي يهدف إليها الكاتب لا تظهر جليا في بداية تصفح نتائجهم. تهدف هذه المذكرة إلى توضيح المعاني المضمنة في هذا الأدب، حيث تسعى إلى تفحص الخلفية الثقافية للمعاني التي يتشاركها الناس في أرجاء العالم. كما تنتصف هذه الدراسة تأثير استعمال الحيوانات كرموز في أدب الأطفال وتقوم بتحليل التمثيل الرمزي للحيوانات في أدب الأطفال في كتب مختارة هي "Orbis sensualium pictus" لكومنيوس (1658)، "Fabulous Histories" لسارة تريمر (1786) و "Black Beauty" لأنا سيويل (1877). توصلت هذه الدراسة إلى أن التجسيم هو الأداة الأدبية الأساسية المستخدمة من طرف كتاب أدب الأطفال لتصوير الصفات الإنسانية من خلال الحيوانات. كما يظهر أن تعرض الأطفال إلى هذه الأداة في قراءاتهم يتعدى الترفيه إلى اكتساب محتوى تعليمي وتطويري يضيف وعيا ثقافيا ونموا ذاتيا فعال.