

ENVIRONMENTAL AWARENESS IN CHILDREN PICTURE BOOKS:

THE BIRDS OF KILLINGWORTH AND THE SECRET GARDEN



Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

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Environmental crisis was one of the major concerns in this century. Picture books were used as a powerful tool to raise environmental awareness. This study examined the environmental awareness that the authors and illustrators raised in the picture book versions of *The Birds of Killingworth* and *The Secret Garden*. The aim of this study was to answer the following questions: What was the environmental awareness that each author and illustrator raised in these two picture books? What techniques were employed to reach their goal? Was there any significance in the relationship between human and nature? And did these two picture books share some similarities or differences?

The results showed that the picture book version of *The Birds of Killingworth* reflected the communion between humans and nature. The effects of the bird massacre in the town caused the people to unite together in order to save the orphaned birds. Furthermore, artistic techniques were also employed to achieve the goal of raising environmental awareness. The interesting content in this picture book was the relationship between humans and nature. The story emphasized the interconnection between them. The townspeople learned from their mistakes and eventually lived in harmony with nature.

Similarly, the environmental awareness was found in the picture book version of *The Secret Garden*. The picture book emphasized the importance of communion between humans and the natural environment. It showed that nature had the ability to heal humans both mentally and physically. Nature was also presented as a comforting space that could

set children free from their obstacles. In addition, artistic techniques such as illustrations and colors were used to raise the awareness. Furthermore, the relationship between humans and nature were seen as a significant topic as they both gained benefit from each other and needed each other in order to survive.

After examining these two picture books, it was found that they shared some similarities. First, the authors of these two picture books raised the environmental awareness. Second, they showed that nature had the ability to teach human beings to learn from their actions. Next, artistic techniques played a major role in both books. Texts, Colors and illustrations worked together in order to tell the story. Finally, both picture books pointed out that humans and nature were interconnected. However, there were some differences between these two picture books. First, they showed the effect of nature on humans in different ways. Second, the purpose of saving the natural environment of the protagonists was different. In conclusion, these two picture books shared the same goal--raising environmental awareness. The stories of the two protagonists were able to encourage readers to take action, save the natural environment, and think about their moral responsibilities for the natural world.

การตระหนักถึงสิ่งแวดล้อมในหนังสือภาพสำหรับเด็กเรื่อง *The Birds of Killingworth* และ *The Secret Garden*



บทคัดย่อ
ของ
จิตรา พันธุกิจจา

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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วิกฤตเรื่องสิ่งแวดล้อมนับได้ว่าเป็นหนึ่งในปัญหาหลักในศตวรรษนี้ หนังสือภาพจึงนับว่าเป็นเครื่องมือที่มีประสิทธิภาพในการสร้างจิตสำนึกต่อธรรมชาติ การวิจัยนี้เป็นการศึกษางานแนวนิวเคลียร์ ผ่านงานเขียนของผู้เขียนและศิลปินในหนังสือภาพเรื่อง *The Birds of Killingworth* และ *The Secret Garden* โดยมีจุดประสงค์เพื่อตอบคำถามดังนี้ แนวคิดเรื่องการตระหนักถึงสิ่งแวดล้อมนั้นได้ถูกถ่ายทอดอย่างไรในหนังสือภาพทั้งสองเล่มนี้ นักเขียนและศิลปินใช้วิธีอย่างไรเพื่อบรรลุวัตถุประสงค์นั้น งานวิจัยนี้ยังได้ศึกษาความสัมพันธ์ระหว่างมนุษย์และธรรมชาติว่ามีความสำคัญอย่างไร นอกจากนี้หนังสือภาพสองเล่มนี้มีความเหมือนและต่างกันอย่างไร

จากการศึกษาได้พบว่าหนังสือภาพเรื่อง *The Birds of Killingworth* ได้ชี้ให้เห็นถึงความเป็นอันหนึ่งอันเดียวกันกันระหว่างมนุษย์และธรรมชาติ โดยผลกระทบที่เกิดจากการสังหารนกในเมืองเป็นเหตุให้คนกลุ่มหนึ่งมารวมตัวกันเพื่อช่วยเหลือลูกนกกำพร้า นอกจากนี้เทคนิคทางศิลปะก็เป็นอีกส่วนประกอบหนึ่งในการนำมาใช้เพื่อบรรลุวัตถุประสงค์ในการสร้างจิตสำนึกแก่ธรรมชาติ ประเด็นสำคัญอีกประเด็นหนึ่งในหนังสือภาพเล่มนี้คือความสัมพันธ์ระหว่างมนุษย์และธรรมชาติ โดยเนื้อหาในหนังสือได้เน้นถึงความเชื่อมโยงกันระหว่างทั้งสอง นับจากเหตุการณ์ที่เกิดขึ้น ชาวเมืองได้เรียนรู้จากการกระทำของพวกเขา อีกทั้งเรียนรู้ที่จะใช้ชีวิตกับธรรมชาติร่วมกันอย่างปรองดอง

เช่นเดียวกับกับการพบเรื่องการสร้างจิตสำนึกต่อธรรมชาติในหนังสือภาพเรื่อง *The Secret Garden* ที่มุ่งเน้นถึงความสำคัญของความเป็นอันหนึ่งอันเดียวกันระหว่างมนุษย์และธรรมชาติ โดยเนื้อหาได้แสดงถึงพลังของธรรมชาติในการเยียวยามนุษย์ทั้งทางร่างกายและจิตใจ อีกทั้งยังช่วยตัวละครเด็ก ๆ ในเรื่องให้ผ่านพ้นจากอุปสรรคต่าง ๆ มากไปกว่านั้นเทคนิคด้านศิลปะเช่นภาพและสีสันท่าง ๆ ยังได้นำมาใช้ในการสร้างจิตสำนึก ขณะเดียวกันความสัมพันธ์ระหว่างมนุษย์กับธรรมชาติก็เป็นสิ่งสำคัญ เพราะทั้งสองฝ่ายต่างได้รับผลประโยชน์ร่วมกันละต่างฝ่ายต่างก็พึ่งพาซึ่งกันและกันเพื่อความอยู่รอด

การศึกษาหนังสือภาพทั้งสองเล่มนี้ได้พบว่าหนังสือทั้งสองเล่มนี้มีความคล้ายคลึงกันประการแรกคือผู้แต่งหนังสือภาพทั้งสองเล่มได้เสริมสร้างจิตสำนึกแก่ธรรมชาติ อย่างที่สองธรรมชาติมีบทบาทในการสอนมนุษย์ให้เรียนรู้จากสิ่งที่กระทำ นอกจากนี้ทั้งเทคนิคด้านศิลปะที่ศิลปินนำใช้ ซึ่งประกอบไปด้วยเนื้อหา ภาพวาด และเจดสีต่าง ๆ นั้นก็เป็นส่วนสำคัญในการถ่ายทอดเนื้อเรื่อง ความคล้ายคลึงที่สุดทำยคือความเชื่อมโยงกันระหว่างมนุษย์และธรรมชาติ อย่างไรก็ตามหนังสือภาพทั้งสองเล่มนี้ก็มีความแตกต่างกันในบางแง่มุม ประเด็นแรกคือการแสดงถึงผลกระทบจากธรรมชาติที่แตกต่างกัน ประเด็นที่สองคือจุดประสงค์ที่แตกต่างกันในการอนุรักษ์ธรรมชาติของ

ของตัวละครหลักทั้งสอง จากการศึกษาทำให้สรุปได้ว่าหนังสือภาพทั้งสองเล่มนี้มีจุดประสงค์ร่วมกันในการสร้างจิตสำนึกต่อธรรมชาติ โดยเรื่องราวที่บอกเล่าผ่านตัวละครหลักทั้งสองเรื่องนี้สามารถสร้างแรงบันดาลใจในการสร้างความตระหนักถึงสิ่งแวดล้อมรอบตัวผู้อ่าน รวมถึงจิตสำนึกต่อธรรมชาติ



The thesis titled
“Environmental Awareness in Children Picture Books: *The Birds of Killingworth*
and *The Secret Garden*”

by
Chitra Phunkitchar

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in English of Srinakharinwirot University.

..... Dean of Graduate School
(Assoc. Prof. Dr. Somchai Santiwatanakul)

January 2014

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Chitra Phunkitchar

TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION.....	1
Background of the Study.....	1
Purpose of the Study.....	5
Scope of the Study.....	5
Procedures.....	6
Significance of the Study.....	6
Definition of Terms.....	7
2 REVIEW OF RELATED LITERATURE.....	8
Picture Books.....	8
Ecocriticism.....	15
Related Research.....	20
3 <i>THE BIRDS OF KILLINGWORTH</i>	22
4 <i>THE SECRET GARDEN</i>	37

TABLE OF CONTENTS (continued)

Chapter	Page
5 CONCLUSION.....	58
Discussion.....	57
Suggestions for Further Studies.....	61
REFERENCES	70
VITAE	74



CHAPTER 1

INTRODUCTION

Background

Our planet is being polluted by humans and their advanced technology. Nowadays, people invent innovations to make their lives easier. However, natural resources such as trees, rocks or water are used as raw materials to produce energy in order to improve or achieve their innovative projects. The aftermath of these actions pollutes the atmosphere on our planet. These indicate that, the more innovation is developed, the more environments are destroyed.

People have become aware of the environmental crisis. Because of the environment being continuously destroyed, solutions are also being made. People have started to realize that human and nature are connected and affected by each other. In order to address this crisis, tools to raise awareness are created. There are many ways to raise this awareness. Some people use the media such as television to raise awareness. The news regarding the environment, for example, the global warming crisis, deforestation, polluted atmosphere or rivers can be seen everyday. However, some people use writing as a tool to raise awareness and encourage readers to think more about the planet.

In order to raise environmental awareness effectively, the process must be started from the root. Children have curiosity in nature and always pay attention to their surroundings, so it is easier to start raising the awareness among children. Many methods for raising environmental awareness have been created to gain children's attention. These can be seen from students' field trips to the countryside as well as

educational media on environment in classrooms. According to the study from Children and Nature Network, the organization that focuses on reconnect children with nature, children's outdoor activities with "wild" nature will encourage positive attitude and behaviors towards the environment when they grow up (67). Similarly the study by Markus M. Müller, Elisabeth Kals and Ramune Pansa suggest that children relationship with nature will be an indicator for their willingness to protect the environment. Furthermore, children who have experience or activities with natural environment are willing to protect it when they grow up (65-66).

Another method is using picture books. According to Carol Lynch-Brown and Carl M. Tomlinson, a picture book is a freely illustrated book in which illustrations are essential to the employment and understanding of the story (54). For Megan Lankford, the meaning of picture books is built through the relationship of text and illustrations which play an important part in forming the perspective or point of view within the narrative (24).

Picture books can be used as a powerful tool to raise awareness. Writers and illustrators express their ideas on this topic in picture books. Their works can motivate children to become aware of the problems. Picture books with settings situated in the students' local and regional areas are also recommended because familiar surroundings and connections will make children clearly understand stories (Fleming and Billman 3). According to Daniel A. Kriesberg, picture books with environmental themes give a voice to nature. They can be used as tools when adults have difficulty expressing their ideas to children. He also adds that issues and concepts raised in books can be applied to children of all ages because each child will gain from the stories (xxi).

Nowadays, there are many picture books regarding environmental awareness widely available in markets. Adults are now paying more attention to these with environmental themes. Some use these picture books to educate their children about the natural world, ecosystem or even life cycles. Classic literature is also adapted into picture books because of their popularity and timeless themes. These picture books can be easily accessed by young readers with limited reading ability in the form of picture. Among these picture books are *The Birds of Killingworth* and *The Secret Garden*.

The picture book version of *The Birds of Killingworth* is based on a poem by the American poet Henry Wadsworth Longfellow. The original poem is a part of Longfellow's poem collection book called *Tales of a Wayside Inn*. This poem collection was published in 1863 and gained popularity among the readers of that time. The picture book version of *The Birds of Killingworth* is retold by Robert D. San Sauci an multiple award winning children book author with the illustrator, Kimberly Root. This picture book has received positive review for the beautiful illustrations and timeless themes. San Sauci also employs slightly old language to keep the charm of the original poem and makes it easier for children to get the message.

The Birds of Killingworth is story about townspeople in Killingworth who depend on their harvests. When birds come to eat their crops, the Squire Case sets a town meeting to find a solution to get rid of the birds. Later, the townspeople decide to hunt down all of the full grown birds. Almira, the daughter of the Squire Case, does not agree with idea. She secretly rescues some orphaned birds with the help of the school master, Noah, and his students. Later, all of the birds are terminated from the village but numbers of insects increase due to the absence of the predators. The situation becomes worse. Harvests are destroyed as insects lay waste everywhere. Squire Case is depressed

by wrong decision but Almira tells him that she has hidden some of the birds at school. After the townspeople get the birds from the school and free them, the food cycle becomes balanced and everything goes back to normal again.

The Secret Garden is classic children literature by the British author Frances Hodgson Burnett was published in 1911. This novel is famous among children in Western countries and has been considered the best children literature at all time. The picture book version of *The Secret Garden* is adapted by Mary Sebag – Montefiore. She has written many works on children's classic literature picture books. *The Secret Garden* is popular due to its simplicity and engaging text that comes with beautiful water colored illustrations by Alan Marks. It has also received generally positive reviews among the readers.

The Secret Garden is tale of transformation and redemption associated with symbolism and myth. It has remained popular for the past centuries because of the symbolism plus the timeless themes on companionship, love and natural environment. The story is about the selfish and spoiled orphan girl Mary Lennox, who was born in India but eventually moves to Yorkshire, England to live with her mysterious uncle after the plaque has killed both of her parents. Later, she discovers an abandoned secret garden and tries to make the garden come alive again with help from Dickon, a good-hearted boy and her cousin, Colin.

Although *The Birds of Killingworth* and *The Secret Garden* were written in different periods, the picture book version of these two remain on the same primary reading level. They contain wording 2,500 – 3,000 words and they also share the same concern over the natural environment. I hope that my study will help readers to grasp a better understanding of the messages in the picture book versions of *The Birds of*

Killingworth and *The Secret Garden* in an ecocritical view and to see the significance of using picture books to educate children about the environment. Furthermore, readers can also use my study as a guide to raise environmental awareness by using picture books. I also hope that my study will encourage readers to become aware of the environmental crisis in this century.

Purposes of the Study

The purposes of the study are the following:

1. To find out the environmental awareness raised in the picture book versions of *The Birds of Killingworth* and *The Secret Garden*.
2. To examine the artistic techniques employed to raise the environmental awareness in these two picture books.
3. To analyze the relationship between humans and natural environment in these two picture books.
4. To compare and contrast environmental awareness and artistic techniques raised in these two picture books.

Scope of the Study

This study will examine environmental awareness raised in picture book versions of classic literature, *The Birds of Killingworth* and *The Secret Garden*. The techniques include environmental themes, texts, colors and illustrations employed in these two picture books.

Procedures

The procedures of this study will be conducted through the following steps:

1. To study the related literature on picture books and ecocriticism.
2. To analyze the environmental awareness themes in the picture book versions of *The Birds of Killingworth* and *The Secret Garden*.
3. To examine techniques employed to raise the environmental awareness in these two picture books.
 4. 3.1 The characterization of the characters.
 - 3.2 Themes
 - 3.3 The role of illustrations.
 - 3.4 The symbols and representation of colors.
5. To analyze the relationship between human and natural environment.
6. To compare and contrast these two picture books.
7. To discuss and draw the conclusion of the findings as well as to make the appropriate suggestion for further studies.

Significance of the Study

The significance of the study is as follows:

1. The study will help readers better understand the picture book versions of *The Birds of Killingworth* and *The Secret Garden*.
2. Readers can use this study as a guide to plan to raise environmental awareness among children.

Definition of Terms

A **Picture book** is a book with comparatively few words and at least one picture on each page, most often aimed at young children. Words and illustrations must work together to tell the story.

Environmental awareness refers to creating general awareness regarding environmental issues, knowledge of environment conservation and improvement of the state of natural environment which includes plants and animals.



CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the two theories that rely on within this study: picture books and ecocriticism are reviewed. The definitions and principals of each theory will be explained. The related researches are also discussed at the end of the chapter.

Picture Books

The first picture books in history as made for reading aloud to children. According to *Essentials of Children's Literature* by Carol Lynch-Brown and Carl M. Tomlinson, *Orbis Pictus (Visible World)* is considered the first children picture book. This ABC book was written and illustrated by John Amos Comenius in Czechoslovakia and published in 1657. At that time, books were rare and expensive, so few children had the opportunity to read them. Later in the nineteenth century, picture books were considered as a serious education business or a soul saving method. Nowadays, picture books are coming in many forms with a variety of colors and stunning illustration details with an amusing story (57).

There are many definitions given to picture books. According to Donna E. Norton, the term picture books can cover a broad range of children's books, from Mother Goose books, toy books to picture storybooks for older children (200). Carol Lynch-Brown and Carl M. Tomlinson define that, picture books are freely illustrated books in which the illustrations are essential to the employment and understanding of the story (54). For Perry Nodelman, picture books are used to communicate information or tell stories through a set of many pictures combined with relatively slight texts or no text at all (qtd. in Lankford 22). Sheila Lewis Goin defines picture books as "a marriage

between text and images. Through either the opposition or union between the words and artwork meaning is made in picture books” (21). In the field of marketing, Treld Pelkey Bicknell and Felicity Trotman define picture books to be able to cover anything produced for children from one to around seven years of age in which the illustration plays a significant part (54). Briefly, picture books are the books that contain the combination between words and pictures which support each other to tell the story.

There are no specific characteristics for picture books. Picture books always have wordings between 200 – 1,000 words (Norton 59). Most picture books contain between 24-32 pages including the title page and copyright page (Norton 63). According to Carol Lynch-Brown and Carl M. Tomlinson, picture books usually are different in length between 16 – 32 pages and text depends on how long it takes readers to finish. For the language and writing style, the texts must be easy for children to understand (57).

Picture books are combination between text and illustrations. Louise Conn Fleming and Linda Webb Billman suggest that text in picture books must provide a balanced perspective that does not over simplify the issue, and the content must be accurate for the non-fiction books (3). According to Megan Lankford, the meaning of picture books is built through the relationship of text and illustrations. Text and illustrations plays an important part in forming the perspective or point of view within the narrative (24). Maria Nikolajeva and Carole Scott’s note in their book, *How Picturebooks Work*, “perspective, or point of view, presents an extremely interesting dilemma in picture books, which once again has to do with the difference between visual and verbal communication, between showing and telling, between iconic and conventional signs” (qtd. in Lankford 24). For Donna E. Norton, although picture books

contain many illustrations, they also develop strong story line in text. In a well-written picture storybook, the text and narrative must complement each other (222). Treld Pelkey Bicknell and Felicity Trotman comment about the relationship between the authors and the illustrators i.e. the authors need the illustrators to tell the story while the illustrators need the authors to give them a strong and clear plot to stimulate their imagination (68).

Illustrations play a significant role in picture books. Words can only describe space but illustrations can “actually show it.” Illustrations can perform effectively and often more efficiently (Nikolajeva and Scott 61). According to Treld Pelkey Bicknell and Felicity Trotman, picture books must have at least one picture in every single page or one in a pair (54). The illustrations must be large enough to be seen from a distance, when the readers want to share with a large group (Brown and Tomlinson 57). According to Jane Doonan, “pictures (illustrations) are expressive. She compares illustrations as vehicles of the artists to express their works to readers and stimulate them” (8).

Illustrations can establish mood and setting in picture books. According to Zhihui Fang, picture books “strongly or sometimes completely rely on illustrations to server these functions of a setting.” Illustrations also give readers information on time periods in historical stories and “distant cultural setting can be brought to life” through illustrations in the ways words cannot explain. While texts alone give little information about a setting, illustrations can show readers the exact periods of time in the story. Fang gives example based on Ronald Himler’s illustrations for *Byrd Baylor’s the Best Town in the World*. This picture book shows the importance of illustrations for illuminating time and place. The text alone gives little information about the “turn-of-

the-century general store” but the illustrations help to describe activities associated with a picnic celebration in the days when a picnic was considered a major social event (131).

Another function of illustrations is to help to define and develop characters that cannot be fully explained by text. They develop the characters by depicting situations and emotions which are immediately familiar and credible to the children. Illustrations can supplement characterization within the text by showing characters’ actions and reactions to one another by giving a character an extra fleshing out. While texts provide limited definitions for emotions, illustrations can show characters’ expressions perfectly (Fang 132).

Looking through the illustrations can help young readers understand the stories within the texts. Carol Lynch-Brown and Carl M. Tomlinson state, “visual clues enable nonreaders” and beginner readers to enjoy picture books by themselves (55). If children who have limited reading skills are not able to read or understand the text by themselves due to their young age, illustrations in picture books will guide them to understand and let children follow the stories by just looking at the settings, characters’ expression, actions, etc. Once the picture books are read aloud by adults, children can return to reading independently or look at the illustrations as they already know the story and visual clues enable children to enjoy the picture books by themselves.

Illustrations in picture books cannot be completed without colors. Colors serve many roles in picture books. They can attract readers especially children. Colors can come in many forms such as water color, pencil sketch, oil painting, digital painting, etc. According to Treld Pelkey Bicknell, every picture book contains vivid colored illustrations because publishers, authors or artists are recommended to use bright colors

and cheerful illustrations to sell the picture books. This will make picture books become more attractive and will encourage customers to pick them up (68). Colors can also aid readers to understand more about the stories. Jane Doonan comments on the importance of colors that people “read into colors as much as they read into texts, and what they see depends upon facts of the natural world, individual and cultural associations or personal color sense” (40).

Colors create the mood of the stories in picture books. Colors can stimulate children to feel the mood in picture books. According to Treld Pelkey Bicknell, light colors create the mood of light-hearted stories or happiness while medium tone colors create the mood of cruelty and loneliness (92). Zhihui Fang comments colors in illustrations are extremely effective in determining the mood of picture books. He gives an example on Van Allsburg’s *The Polar Express*, instead of using traditional Christmas bright and cheerful, Allsburg chooses dull reds, blue, pallid yellow, black and brown to create a mysterious and gloomy mood. Fang adds that these dark colors will help to create an eerie feeling. For example, Allsburg uses dark colors to represent the atmosphere in the North Pole (132). As Denise Pilinis pointed out, colors can also create the feeling of excitement, arousal, calm, joyfulness or fear. The illustrators express their ideas through their use of colors. They use colors to connect characters, ideas and themes. Colors also establish the story setting in a particular period of time or place in history. Furthermore, colors can be used as symbols. Colors can “symbolically represent a specific culture or social group” (43). For example, golden yellow symbolizes sunshine. Green represents nature. White represents purity while black represents sadness and evil (Doonan 55).

Characters in picture books are also significant. According to Donna E. Norton, the characters in picture books must have “specific trait to make them appeal to young readers” and to meet the demand in a short format because limited story length is not enough for characters to develop fully (224-225). Furthermore, characters must deal with situations, experiences or emotions that are familiar to children, such as their curiosity towards the surroundings, new experiences, loneliness, etc. For example, the story of children’s curiosity and their observation in *The Apple Pie Tree* by Zoe Hall and Shad Halpern. Children always pay attention to the natural environment around their home because of their childish curiosity. This picture book shows the ordinary life of the sisters and their connection with the natural environment. The girls always play under an apple tree in their backyard. They tell the readers about the transformation of their apple tree from winter to fall. The girls learnt the natural cycle as the flowers turn into apples and see the robin’s eggs turn to fully grow into birds throughout the year.

Besides colorful illustrations and attractive characteristics, themes in picture books are also essential. Picture books should have themes that are closely related to children’s need and understanding. Themes of searching for security, fear and friendships are widely chosen in many picture books (Norton 226-227). Regarding the theme of searching for security, the main characters are longing for a place or someone to make them feel secure. According to the study by Megan Lankford, young characters like to go to a green environment because it makes them feel relaxed and safe. Gardens or woods in stories are presented as a comforting space for children. These are the places that children can temporarily escape from, which is their home in order to respite their sadness (73). In the theme of fear, children are always afraid of a dark basement or monsters in closets, so picture books that emphasize overcoming fear are widely

available in the market to show young readers that there is nothing to fear. The theme of friendship is also very important in picture books (Norton 227). We often see characters in stories that are working together to achieve their goal.

Picture books provide many good benefits for both children and adults. Reading picture books bring back the thought of good memories of a lap and warm feelings. When adults spend time with children and give them the opportunity to experience picture books together, both of them are getting benefits (Norton 200). The adults will cherish the moment they share with their children and their children will enjoy the picture books and gain benefits. Furthermore, reading picture books will make children love to read from their earliest years as they can see the illustrations. Carol Lynch-Brown and Carl M. Tomlinson write about the value of picture books that lay the foundation of a child's learning to read and to improve their length of knowledge in vocabulary. After that, they will become a lifelong reader (55).

Reading picture books helps children learn to appreciate art and increase their imagination. Children always observe illustrations and always notice the tiniest details in the illustrations. According to Mary Renck Jalongo in "Young Children and Picture Books," reading picture books can "stimulate aesthetic development" and growth in literacy in childhood (11). As pointed out by Treld Pelkey Bicknell and Felicity Trotman, pictures can raise the interest and imagination of children who are not fluent readers yet. Children can more easily accomplish "the triumph of having read a whole chapter" for themselves (30).

Ecocriticism

Ecocriticism is a field in literature and environmental study. It is a study regarding the relationship between human beings and the environment and their attitudes towards the environment by reflecting ideas through writings. According to Serpil Oppermann, ecocriticism aims to bring a transformation to literary studies by linking literary criticism and theory with the ecological issues at large (1). The purpose of ecocriticism is to raise awareness and finding the solution or improvement for environmental crisis.

Ecocriticism first appeared around 1973. According to Peter Barry in *Beginning Theory: An Introduction to Literary and Cultural Theory*, Ecocriticism becomes known by William Rueckert when his essay, "Literature and Ecology: An Experiment in Ecocriticism," was published. This essay focuses in the application of ecology and ecological concepts for studying literature (240). In the mid 1990, ecocriticism became widely known by the publication of *The Ecocriticism Reader* by Cheryll Glotfelty and Harold Fromm. It includes the questions on the representation of environment in literature and the relationship between human beings and nature, which soon becomes popular because people have started to show concern about the endangered environment. According to Jelica Tošić, ecocriticism is one of the ways in which humanists fight for the world in which they live. "The reflection of that difficult struggle in the area of culture and spirit speaks for the urgency of action or the urgent need to do something in this respect" (44).

In 1992, "Western Literature Association, a New Association for the Study of Literature and Environment (ASLE)" was established. The goal of this association is to exchange ideas on the relationship between human beings and nature and to encourage

new nature writing, traditional and innovative approaches to literature on environment. In 1993, “ISLE: Interdisciplinary Studies in Literature and Environment,” a new journal is founded by Patrick Murphy for providing forum of critical studies of the literary and performing arts or addressing environmental considerations (Glotfelty and Fromm xviii).

According to Jelica Tošić in “Ecocriticism – Interdisciplinary Study of Literature and Environment,” ecocriticism is a semi-neologism. *Eco* is from *ecology* which focusing on the relationship between "living organisms in their natural environment as well as their relationship with that environment" (44). There are many definitions to define ecocriticism. For Tošić, ecocriticism is about “the relationship between literature” and environment or how people’s relationships with their physical environment are reflected in literature. Ecocriticism is another way of how humanists fight for the world in which they live in. She also comments that the field of ecocriticism is very broad because there is no limit to any literary genres. (44). According to Greg Garrard, ecocriticism is the study of relationship between humans and non-humans, throughout human cultural history and entailing critical analysis of the term human itself (5), while Cheryll Glotfelty gives the definition that, “ecocriticism is the study of the relationship between literature and the physical environment” (xviii). William Rueckert defines ecocriticism as the application of ecology and ecological concepts to the study of literature because ecology has the greatest relevance to the present and future of the world (qtd. in Oppermann 2). Briefly, ecocriticism is the study of the relationship between literature and environment for people to raise the awareness and finding possible solutions for environmental crisis.

Ecocriticism launches a call to literature to connect to the issues of today's environmental crisis (Oppermann 1). The works done on ecocriticism examines the relationship between writers, texts, environment and surroundings. Ecocriticism asks questions about the relationship between humans and environment, the role of nature in the story, how to save the environment after it is destroyed by human, the balance in environmental system and food cycle broken by humans etc. According to Jelica Tošić, literary critics are interested in the relationship between humans and their physical environment. In this century, people are aware that natural environments are continually destroyed. Humans feel "vitally threatened" in the ecologically ruined world. Nowadays, people have started to question about the survival of the human race and the planet because humans are depleting natural resources (44). Donald Worster comments that people are facing a global crisis because of their ethical system function. To find solution to this crisis, "people must correct their impact on nature as correctly as possible" and they have to understand ethical systems and use this to improve themselves (qtd. in Glotfley and Fromm xxi).

Humans and nature are connected to each other. According to Serpil Oppermann in "Ecocriticism: Natural World in the Literary Viewfinder," ecocriticism is directly concerned with both nature (natural landscape) and the environment (landscape both natural and urban) (1). She adds that ecocriticism attempts to find a common ground between humans and nonhumans to show how they can coexist in various ways (2). In her writing regards on this topic, human culture is connected to the physical world as they are affecting each other. For example, if the main character is in his grief and locked him up in his room all day, his surroundings will be affected by his actions. The house will decay and the garden or the animals will be abandoned, but after he

overcomes this situation, he will gain motivation to take care of his house, garden and animals.

According to John Murray, environmental writings share the themes on communion, renewal and liberation (qtd. in Yimwilai). The theme of communion is the closest relationship between human spirit and the natural environment. For the theme of renewal, a natural environment has a role to vitalize humans both mentally and physically. In the theme of liberation, it often “involves the sense of being disencumbered and quite literally free from internal or external burden” (Yimwilai).

Raising awareness is one of the most important tasks for ecocriticism. It is more effective to foster the awareness from the roots. Ecocriticism has a very short history in the world of children’s literature (Lankford 16). Karen Lensnik-Oberstein comments on the history in her essay “Children Literature and Environment” as follows:

The tie between children and environment emerged primarily because John Locke’s belief in the existence of a true nature in a child. Lockes implies that nature is at once definable and real while it also mirrors the pure and simple nature of a child. This pairing of children and nature allows adults and parents and also writers for children to create a connection between the presence of nature and a child’s own understanding (qtd. in Lankford 16).

Using ecocritical writing to raise children’s awareness will provide many benefits. It will encourage children to return to nature. Nowadays, children are kept away from the natural environment. The closet natural experiences that children can receive are on television. According to Raymond C. Chipeniuk, documentaries on television and environmental fundraising appeals are conditioning children to think that nature is exotic but too far from them to experience (qtd. in White 3). In order to gain children’s attention to environmental awareness, adults must provide them information

and encourage children to experience the natural environment to make them understand that the natural world is easy to access and everyone can experience nature. In the guide book, *Teaching Children about the Environment with Picture Books* by Daniel A. Kriesberg, the writer suggests, instructors should provide children some picture books on topics such as, plants, wildlife, insects, habitats, etc. to give children some information before letting them explore the natural environment to complete the given tasks. Children will have a good time in natural environment as well as gain many benefits after the experiences.

There are several studies indicating that the natural environment can improve children's life. According to Jane Darcy in her ecocritical study, she comments "that closeness to the natural world can promote physical, emotional, psychological and spiritual health" (qtd. in Lankford 18). The report "Nature, Childhood, Health and Life Pathways" shows that physical activities and interaction with nature are important to children's health. Children are getting benefits from nature contact and the potential role of green exercise. Regarding children with special needs, care farms and wilderness therapy will provide them benefits on cognitive health and learning (Pretty et al. 14).

Some ecocritical works show that natural environment has ability to heal. According to Rachel Carson in *A Sense of Wonder*, "There is something infinitely healing in the repeated refrain of nature – the assurance that dawn comes after night, and spring after the winter" (qtd. in Bohling-Philippi 49). Vicki Bohling-Philippi, also comments on Carson's quote in her article "The Power of Nature to Help Children Heal", nature teaches that sad times are not last forever, the life experience with change as seasons. She adds "They [children] experience growth as well as decay" (49). It shows that children's sadness will not exist forever. Playing in an natural environment

area will slowly erase children's bad experience as they concentrate on their explorations in the natural environment.

Related Research

In the field of picture books, Zhuhui Fang in "Illustrations, Text, and the Child Readers: What are Pictures in Children's Storybooks For?" discussed the roles of illustrations in children's picture books and their benefits. He examined the main functions of illustrations in relation to the text in picture books and also studied the significant role of illustrations to the child reader. He noted that illustrations served many roles in picture books. Illustrations could be used to establish a setting, defining characters, developing the plot, providing a different viewpoint, contributing to textual coherence and reinforcing text. Furthermore, illustrations in picture books encouraged children to read and interact with text and picture.

Applying picture books to teach children about natural environment can be seen in "Using Children's Literature to Enhance Environment Literacy" by Louise Conn Flemming and Linda Webb Billman. The study emphasized the benefit of using picture books to develop children's knowledge of environmental literacy. The study found that picture books were an excellent choice of literature to teach environment literacy to children of all ages. Picture books provided balance of illustrations with text and allowed readers of all ages to enjoy them. This combination allowed readers to become engaged with the stories, resulting in motivated learners who wanted to learn about the natural environment.

In terms of ecocriticism, Serpil Oppermann's "Ecocriticism: Natural World in the Literary Viewfinder" examined problems raised interrelations between literature and

ecological concerns. The study focused on the new ecologically oriented literary criticism in the literary view finder. Oppermann discussed conceptual problems raised by such synthesis and the questions posed by the possible interrelations between literature and ecological concerns. Her study also emphasized the importance of eco-literary discourses in the application of ecocriticism through the ecocritical evaluation of two postmodern novels.

In the study of both field in children's picture books and ecocriticism, Janet Marie Gafton's "Girls and Green Space: Sickness-to-Health Narratives in Children's literature" examined the role of green space around the young female protagonists in *Jane of Lantern Hill* by Lucy Maud Montgomery, *The Secret Garden* by Frances Hodgson Burnett, and *Understood Betsy* by Dorothy Canfield Fisher. The study revealed that the transformation from illness to wellness of each main character was linked to their experiences in natural environments. The natural world has restorative powers. Green space such as, farm and garden can be a remedy to cure illness.

Another study which similar to Janet Marie Gafton's is Megan Lankford's "Nature and Grief: An Ecocritical Analysis of Grief in Children's Literature." The study examined the role of nature in three picture books that broach the topics of death, grief, depression, or loss: *Lifetimes* by Bryan Mellonie and Robert Ingpen, *The Red Tree* by Shaun Tan and *In the Piney Woods* by Roni Schotter and Kimberly Bulcken Root. She found that the three texts reflected two primary historical trends of ecocriticism that of nature-as-space and nature-as-knowledge as exemplified by writers in the Romantic era, the American pastoral, and the Victorian period.

From the above studies, many researchers are interested in roles of natural environment in children literature and picture books. Picture book theories and

ecocriticism are applied to study this involving raising environmental awareness.

However, the researcher has not found the studies on *The Birds of Killingworth* and *The Secret Garden*. Therefore, the researcher proposes to study these two picture books.



CHAPTER 3

THE BIRDS OF KILLINGWORTH

The Bird of Killingworth is one of the famous poems written by Henry Wadsworth Longfellow, a famous American poet. It is one of Longfellow's poem collections, *The Tales of Wayside Inn* in 1863. The picture book version of *The Birds of Killingworth* is retold by Robert D. San Souci and illustrated by, Kimberly Root. Eventhough the original poem is not widely read as other Longfellow's poems, San Souci notes in the book that he wishes to retell Longfellow's timeless message to young readers as he finds this poem to be wise and inspiring. The message that both Longfellow and San Souci wish to deliver is environmental awareness. The picture book tells an inspiring story about the relationship between people at Killingworth and the birds. The townspeople depend on their crops. Later, they wish to get rid of the birds because the birds come to consume their harvests. Squire Case, the town leader, sets up a meeting to find the solution for this problem. Hunting all of the full grown birds turns out to be the best option. However, his daughter Almira, does not agree with this idea as she sees many benefits that humans can gain from these birds. Unfortunately, she cannot change the mind of the townspeople. A few days after the meeting, all of the full grown birds are terminated. Luckily, Almira secretly keeps some of the orphaned birds with the help of the school master and children. Later, the townspeople start to realize the consequence of their decision. All of their crops are destroyed by insects as there are no predators anymore. Almira finally reveals her secret about the orphaned birds. After she tells her father about this, the town folks gather together to free the birds, and then the environment at Killingworth comes alive again.

The communion awareness is raised in the picture book. Nature unites people together in order to save the birds. This starts with Almira. At first, she is the only character who has a strong connection with the natural world. According to Lois Ann Lorentzen, “women and nature are connected conceptually and/or culturally/symbolically”. She also identifies women with femininity, the body, Earth sexuality, and flesh; and men with masculinity, spirit, mind and power (1). She also comments on the connection between women and nature that; women are mostly affected by the environmental problems because of the connection that they share with natural world (2). These statements match with the character of Almira. The writer uses Almira to deliver the message and raise the environmental awareness. She is the only person in the story that becomes aware of the problem. She also represents the voice of nature. As the story goes on, readers will be induced to support her and stand against the townspeople’s decision to kill the birds. Almira tries to inspire the townspeople to understand the fact by informing them of the benefit of the birds as their music can rejuvenate them. After the massacre, Almira cannot ignore the destruction that has been made by her father and the townspeople. The sound of the orphaned birds at her kitchen windows pushes her to the edge. These orphaned birds also represent the voice of nature that is calling her to save and protect them from human destruction. Her connections with the birds motivate her to save them.

Almira’s strong affection towards birds encourages her to stand against other people including her own father. She turns against his will at the town meeting in order to regain the townspeople’s consciousness after they decide to get rid of the birds. She shows no sign of hesitation to go against her father and the town people. “Almira jumped to her feet, forgetting her desire for secrecy. ‘The birds give us their sweet songs

everyday. Would you kill them to gain a few grains of corn or a stray cherry?" (7).

Later, after all of the full-grown birds are killed, Almira cannot stand doing nothing. She finally realizes that she has to take action to save the orphaned birds. Almira's concern for the birds transforms her characteristic from an obedient person into an independent one. Birds hunting by the townspeople encourages Almira to stand secretly against her father again after the meeting. At first, she tries to resist her desire to ignore the incident. However, she fails to do as the bond between her and the birds is too strong. Later when all of the full grown birds are slaughtered, Almira is not able to stay out of this situation. Her love for the birds gives her courage to stand on her own against the crowd. However, she fails to convince the townspeople to agree with her and understand the reason behind her objection. She starts to take action by asking other people to join her.

The picture book also shows the communion between humans and humans. Almira encourages other people to be concerned about nature. Firstly, she starts with Noah, the schoolmaster in Killingworth. He is represented as gentleman with kind personality. Noah seems to be interested in Almira romantically as he acts awkwardly around her. For him, the birds are part of heaven's plan. He also believes that they need the birds to maintain balance in the natural world. His religious comment for the birds can be seen in his speech, "And surely the birds have some part in heaven's plan. Who are we to challenge the balance of creations?" (8). Noah's lacking of self confidence makes him surrender to Squire Case and townspeople at the meeting. At first, he feels powerless to stand against them. He fails to support Almira and lets her down. However, Almira returns to Noah and tries to persuade him again, "You are the only person concerned about the birds," she said. 'Help me rescue their young and tend them till they

are grown.” (12). Noah finally agrees to join her as he cannot stand to see the birds die without doing anything. He also feels ashamed to let Almira stand against her father alone in the town meeting. Furthermore, he also brings her more people to join the rescue.

To make their plan more effective, Noah and Almira encourage children to join them. “‘My pupils will help us,’ Noah said, ‘They are filled with grief over what has happened.’” (12). Children cannot stand to see the birds taken away from their town. They wish to do whatever they can to save the orphaned birds and they seem to enjoy being a part of their “secret” plan. Almira, Noah and his students secretly gather the newborn birds in their village.

The activities with the orphaned birds unite people in “the rescuers” together. Almira and her team turn the schoolhouse into their secret base. Their activities with the birds at the school create a connection between Almira, Noah and the children. In there, the rescuers unite together to help build the cages and feed the orphaned birds. Their objective for saving the birds unites Almira, Noah and children together.

Next, spending time with the birds helps to create the bond between humans and nature. Later, it turns them into communion. The way Almira’s teams treat baby birds increase their fondness towards the birds and nature. After the rescuers spend their time with the orphaned birds, they feel that they now become a part of the natural world. Almira and Noah learn their lesson on a human’s responsibility for the natural world and that everything is connected. For children, they can learn to live with nature in harmony. Their interactions with the birds at the schoolhouse can be the predictor of their positive attitude towards birds as well as their concerns for them when they grow

up. While everything goes well at the school house, the situation at the village grows worse.

In order to raise environmental awareness effectively, artistic techniques are used. First, texts and illustrations work together to tell story. According to Zuihui Fang, illustrations can supplement characterization within the texts by showing characters' actions and reactions to one another or giving character an extra fleshing out (Fang 132). The example can be seen in the figure 1, the opening scene introduces the two important characters, Almira and her father, Squire Case who have different attitudes toward the birds. Almira is the protagonist of the story. She is the only daughter of Squire Case, the town leader. She is portrayed as an obedient and caring person. Almira shows her fondness towards a bird on her kitchen window. She finds bird's singing sound rejuvenates her. She also admires the beauty of the creature. On the contrary, her father, Squire Case, is portrayed as a disagreeable and self centered man. He is the wealthiest person in Killingworth. Squire Case sees the bird as a pest as he argues with his daughter about the bird. "Isn't it their music lovely?" she asked her father, who sat eating his breakfast. 'I don't call that squawking 'music,'" grumbled Squire Case (4-5).



Fig. 1

Illustrations also support the text by characters' expressions and actions. The contrasting characteristics between Almira and her father are also shown in this illustration (see figure 1). Almira looks out of her kitchen window to see the bird and enjoys its song. She is portrayed as a healthy young woman with rosy complexion. She looks at the bird and smiles at it. Her facial expression also shows her fondness and friendliness towards nature. On the contrary, her father, Squire Case frowns when he sees the birds at his window. Readers can observe his negative feeling towards the birds from his facial expression everytime he comments about the birds.

Another example is figure 2, Almira looks worried as she may get caught running and keeps looking behind her back. The children's facial expressions along with her show their fear and concerns for the birds.



Fig. 2

The illustration in chaotic scene gives the contrasted image of Killingworth after the massacre (see figure 3). It supports the text by providing readers more details of the affect of the birds' massacre. The townspeople are now holding umbrellas under the sun for preventing them from insects. Their clothes are now ripped by insects. Their expressions show the suffering from the consequences of their decision.



Fig. 3

Second, in order to deliver the message effectively, the writer and the illustrator use colors to create mood. According to Denise Pilinis, colors can also create the feeling of excitement, arousal, calm, joyfulness or fear. The illustrators express their ideas through their use of colors (43). This idea can be seen in this picture book. For example the illustration of Killingworth on the first page portrays the vivid images of the well balanced ecosystem (see figure 4). The mood appears bright and cheerful. Light toned colors are employed to create bright and cheerful settings. Bright colors are used to characterize the uniqueness types of bird. Light shade colors are employed in every bird's scenes to emphasize the liveliness and innocence of the creatures. In the town, birds are portrayed as beautiful, harmless and appealing creature while most of the humans in the story are selfish and having aggressive characteristics. Killingworth is portrayed as a stereotypical American village in children's story books. It has a lot of natural resources and the people seem to live happily in it along with the animals in harmony. The illustration also portrays the peaceful lifestyle in Killingworth. It encourages readers to see the relationship between humans and nature that they can live and share natural resources together. The peaceful life of the townspeople is also portrayed in this illustration. Children are playing outside happily while townspeople are doing their everyday routines. The colors used in this picture can create bright and cheerful mood. At the beginning, human and nature obtain benefits and live happily together as the birds acts as predators.



Fig. 4

However, human's selfishness turns them against nature, and Killingworth starts to die because of their own deeds. However the illustration of the chaotic scene shows completely different moods (see figure 5). Killingworth turns into chaos after all of the full grown birds are killed. The air is filled with sounds from the insects. The illustrations in the scenes portray the plaque and chaos at the village. Readers can see the difference between the living harmony of human and nature at the beginning and the chaotic scene.

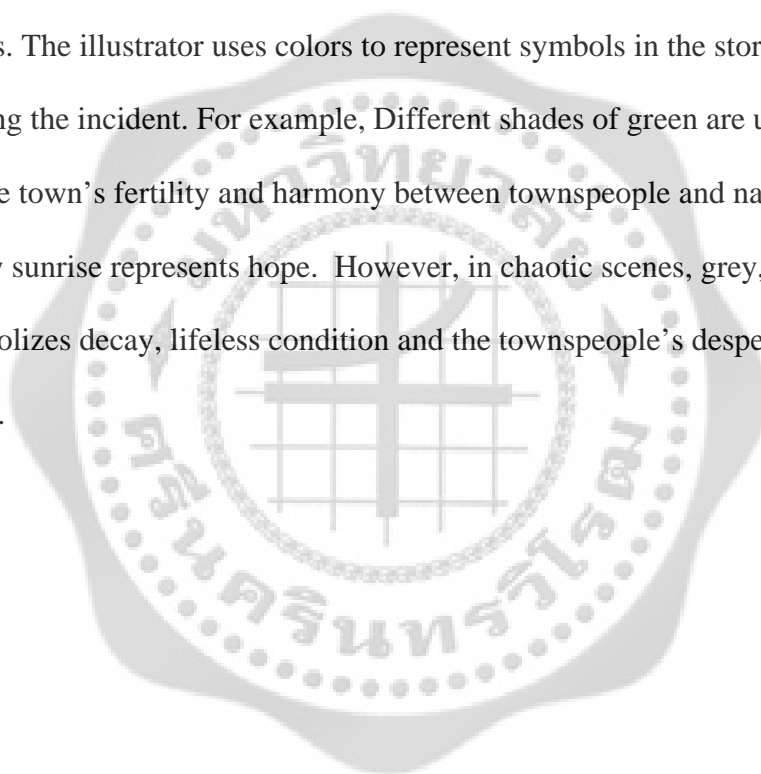


Fig. 5

Colors play important role in the picture book. First, they can create mood of the story. According to Zhihui Fang, colors in illustrations are extremely effective in determining the mood of picture books (132). At first, bright and cheerful colors such as, light blue, green or bright yellow are used to portray Killingworth. For example on the cover, the illustration of Almira rescuing birds (see figure 6) is chosen to be the cover of this picture book as it is the major incident of the story. Almira is positioned in the middle of the page for drawing readers' attention to her action. Light shade colors create a cheerful mood. Her facial expression is smiling. There is no sign of sadness

appearing in the illustration. The illustrator tries to emphasize the natural world by using light green to create the image of the sky. However, the town atmosphere gradually changes. In chaotic scene (see figure 5), darker colors are employed to portray the difficult situation and emphasize the characters' concern for the birds. In there, trees are completely dead. There is no fresh leaf left but insects. Furthermore, these colors are also used as the foreshadowing of the chaos that will come in the future.

Second, colors are employed to create symbols. They play significant part in the picture books. The illustrator uses colors to represent symbols in the story and foreshadowing the incident. For example, Different shades of green are used to symbolize the town's fertility and harmony between townspeople and nature while bright yellow sunrise represents hope. However, in chaotic scenes, grey, brown or dark yellow symbolizes decay, lifeless condition and the townspeople's desperation in Killingworth.



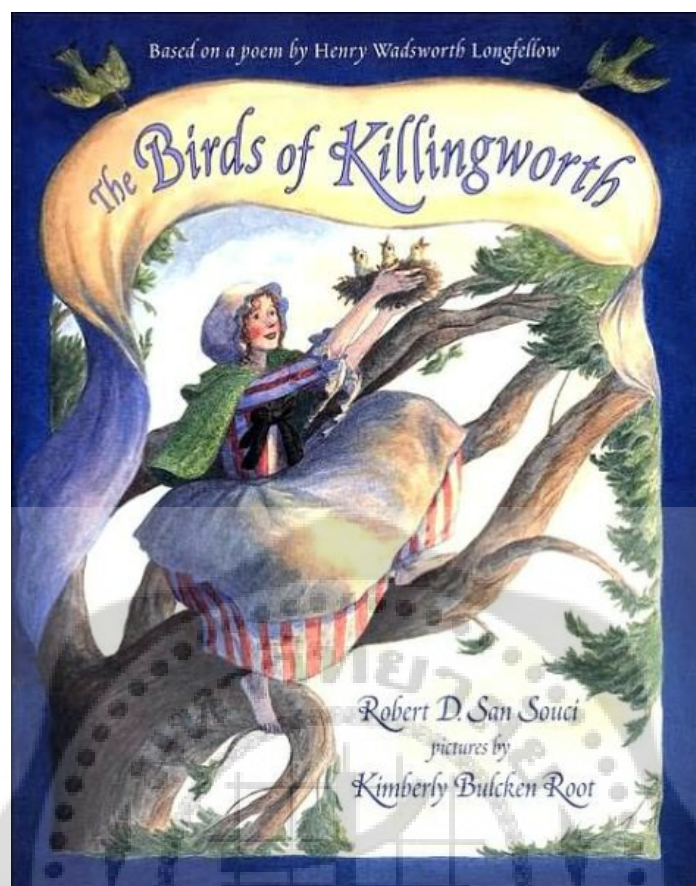


Fig.6

The relationship between humans and nature is also emphasized in the picture book. First, it emphasizes that everything is interconnected. According to Serpil Oppermann, ecocriticism attempts to find a common ground between human and the nonhuman to show how they can coexist in various ways (2). She also notes that, everything is connected to everything else (1). This idea can be seen in this picture book. It encourages readers to rethink about their actions and responsibilities for the natural world as they are connected. Human selfishness is portrayed throughout the story. In the picture book version of *The Birds of Killingworth*, human are connected to the physical world as they are affect to each other. The birds need some of the townspeople's crops as their food. In addition, town folk need the birds to get rid of the

pests. However, the town folk do not realize this fact. They only think about their own benefit, unaware that their actions will cause them big consequences. While other animals only hunt for food, human hunts for their own benefit. In the story, the townspeople kill all of the full grown birds to protect their harvests because they are afraid that they will miss the chance to earn more money from their crops if they let the birds take part of it.

Second, this picture book also emphasizes that humans and nature can live together in harmony. Robert D. San Sauci, the writer of this picture book expresses the idea through this adaptation. He wants readers to understand that human and nature need each other in order to coexist in a harmonious way. He needs his readers to think about the cause and consequences before they decide to do something with the natural world. In the story, nature is portrayed as powerless. It has nothing to stand against humans. On the other hand, humans have the power to do anything they want and the power itself leads human to be selfish and moral blind. Later, these factors drive them to destroy the natural world and break the ecosystem.

Third, the picture book also shows that nature can give lesson to people. At first, the townspeople learn from the consequence of their action. After the plague destroys their village, the townspeople finally understand the importance of the birds in the ecosystem. Squire Case's finally realizes that he made a bad decision. "My heart breaks when I look at the barren land", he answered. "I have brought us all to the edge of ruin. Daughter, I confess that I was wrong and you were right. The harm done by a few birds is a small price to pay for the good that all of them do. I wish I could recall the birds" (25).

Nature also gives another lesson on the importance of ecosystem. At first, the townspeople do not understand the importance of it at all. They only think about their own benefit unaware that their decision will turn their peaceful village into chaos. However, the townspeople finally become aware of the damage and regret their mistake. In this situation, they learn that nature has a balance of its own. If some parts of the cycle are damaged, the natural environment will be destroyed. Their attitudes are completely changed after all of the full grown birds are terminated. This situation also teaches Almira as well. At first, Almira admires the birds for their singing voice. The reasons that she gives to support the birds mostly aim at the beauty of them. She does not realize the importance of the ecosystem at all at the beginning. However, after she rescues the birds and spends time raising them, she finally sees the importance of the birds in the ecosystem and also learns that human and birds can live together in harmony.

In conclusion, the picture book version of *The Birds of Killingworth* raises the communion awareness between humans and nature. It encourages readers to think about the moral responsibilities towards the natural environment. In order to raise the environmental awareness effectively, artistic techniques are employed. Illustrations take the significant part of the story. They are employed for supporting the texts. Different tones of color are used for creating moods and symbols in the story. The relationship between humans and nature is also significant. It points out that everything is interconnected. With these, the picture book version of *The Birds of Killingworth* can encourage readers to see the importance of the ecosystem and also encourage them to care for the environment around their place.

CHAPTER 4

THE SECRET GARDEN

Frances Hodgson Burnett, an English-American author, is best known for her children's novels, *Little Lord Fauntleroy*, *Little Princess* and *The Secret Garden*. Most of her works emphasize on children's innocence and morality. *The Secret Garden* is considered Burnett's most famous novel. It was translated into many languages and widely used by children in the Western world. Picture book versions are also available for young readers with limited reading ability. The picture book version of *The Secret Garden* is one of them.

The three environmental themes-- communion, renewal and liberation are found in the picture book version of *The Secret Garden*. First, communion awareness between humans and nature is raised in the story. The writer uses Mary to raise readers' environmental awareness. In the introduction, Mary's characteristic is shown to readers by her rude and demanding behavior towards the native servant, which is opposite to the traditional protagonist in children's picture books. Most heroines in picture books are portrayed as having ideal characteristics such as being well mannered and kind but Mary is presented as an unattractive, selfish, spoiled and hot-tempered child. This makes this book unique. Her lack of parental guidance can be seen through her actions, "Mary Lennox stamped her foot. 'Fetch me a drink NOW!' she ordered" (3). However, there is also a hint that Mary is not a completely horrible child. Even though Mary is self-centered, she is aware of the natural environment around her. In India, Mary enjoys playing in a garden as she pretends to have a garden by sticking flowers into the hot dry

earth but fails to finish this because of her lack of planting skills. This scene reflects Mary's environmental awareness. However, nobody cares to show her how to do gardening because her temper tends to keep people away.

When Mary moves to Yorkshire, nature brings her to discover the garden. It comes in the form of the robin. The bird also helps her find the key to the garden. Based on Western belief, robin is the symbol of hope and renewal. It comes to help her and leads her the way to turn into communion with nature. Mary's secret garden discovery becomes the turning point of the story.

The garden's poor condition brings the children together to save it and later; in other words, the garden creates the bond between humans and humans. The process starts with Mary, she wishes to save the garden and make it come back to life again. In order to bring back the garden, she needs somebody to help her as she feels desperate to save the garden, "I've found the secret garden," she said quickly. "I think it's mostly dead. I'm the only person who wants it to live. Come and see." (31). Dickon is the first person who is willing to help Mary. Dickon is portrayed as a good-hearted boy who is willing to befriend with Mary. He also comforts her when she confesses that nobody likes her because she is angry all the time. "I feel safe and happy here, too," Mary confided. "But I used to be angry all the time. Nobody liked me." Dickon's fawn nuzzled Mary's hand and he laughed. "There's someone who likes you," he said. "So does the robin and so do I." (35-36). Dickon is the only character who shows his fondness towards nature at the beginning. The gardens around the manor are his sanctuary. According to Ben, the gardener, "Dickon can grow flower out of stone and charms the birds" (21). Dickon often spends his time alone with plants and animals such as birds, geese, rabbits and deer. He thinks of nature as his companion and that he must protect it.

Actually, Dickon is the only character in the story that has an extremely intimate relationship with nature. He always keeps the secret of the wild animals' habitat to himself in order to protect them from any harm. "He looked so friendly and kind, Mary felt she could trust him. 'Can you keep a secret?' Dickon chuckled. 'I keep secrets all the time. If I told where wild animals live and birds make their nests, they wouldn't be safe.'" (31).

Next, Mary and Dickon invite Colin to join them to save the garden. Colin is portrayed as a spoiled, physically and mentally crippled young boy. Colin rarely goes outside because of his sickness. He is left alone in his bedroom by his father, Mr. Craven. After the death of his wife, Mr. Craven always maintains a distance between him and his son. This tragedy puts a wedge between their relationships. The sadness keeps Mr. Craven away from his son and other people. He always keeps himself busy in order to avoid the misery. His actions also affect Colin because he never has time to spend with his son. Colin also believes that his father does not want to associate with him because of his sickness. The garden is the only thing that connects Colin and his deceased mother together. In order to experience the garden and find a connection between him and his mother, Colin needs to join Mary and Dickon to save his mother's garden. In this way, the garden creates the bond between children.

Later, spending time in the garden creates the bond between children and nature. From the story, the garden is a place where children come to visit and spend their time with the natural world. At first, Mary, Colin and Dickon are alone. Mary likes to wander around the manor because she is bored. Mary's cousin Colin always keeps himself in his bedroom because of his poor health condition while the maid's brother Dickon likes to play alone with nature and animals. After spending their time in the garden, the children

feel that they are united with the garden. They become aware that human and nature are interconnected to each other. This indicates that children cannot stand to see nature decay. They will try to do as much as they can to save it. The more they spend their time there, the more they feel that they are part of the natural world. Their actions create a bond between them and nature.

Second environmental awareness found is renewal. Natural environment has ability to renew humans both mentally and physically. Firstly, the garden revitalizes Mary. According to Vicki Bohling-Philippi, nature teaches us that sad times do not last forever and just as seasons change, so does the experience in our lives (49). At first, Mary feels insecure and heartbroken at the loss of both her parents in India. Later, she has to be relocated to England to stay with her uncle.

Spending time in the garden helps Mary slowly cope with her sadness. At first, Mary encounters difficulty in changing her old habits. People at the manor around her do not want to befriend with her. Also, she has to dress by herself and obey the housekeeper. Actually, she even feels that all of the servants do not want to befriend her. These are all new experiences for her. She feels unwanted by the servants. However, her life changes forever after the housekeeper, Mrs. Medlock, gives her a choice of staying at the manor or playing outside, “Mrs. Medlock sighed at the pale skinny child, swamped by the big bed ‘Just drink your milk then,’ she said, ‘and you can go out.’ ‘Don’t want to,’ retorted Mary. ‘Well, if you don’t, you’ll be stuck in here and there’s nothing to do inside,’ snapped Mrs. Medlock.” (18)

Mary’s sadness starts to fade away after she discovers the garden. Her decision to explore the garden changes her life forever. Mary starts to explore the surrounding by

wandering around. She now sees things she had never noticed before such as birds and many kinds of plants while enjoying the beauty of the natural environment around the manor. After she finds the key to the garden, she suddenly has hope.

Later, many outdoor activities at the garden such as growing trees or playing with her friends promote her health. At first, people describe Mary as a pale and skinny girl. The tropical climate and sunlight in India are not providing her with any benefits. However, after she spends her time renovating the garden, Mary's physical appearance continuously improves. Furthermore, spending many hours planting she regains her appetite. She soon becomes healthy and her complexion changes from pale to rosy. Mrs. Medlock notices her improvement. "She looks down right pretty now, with her rosy cheek," (24).

The garden also changes Mary's characteristics. In India, Mary is seen as spoiled and rude. However, she turns to be an optimistic, gentle and caring person. The first moment that she truly cares about others is portrayed in the scene when she sees the garden. The extremely poor condition of the secret garden raises Mary's environmental awareness. After she spends her time in the garden, Mary learns that she must speak to Dickon and Ben, the gardener with respect. Once she learns this, her friendship with Dickon grows as she treats him better.

The garden not only changes Mary characteristics but also encourages her to save others. Mary's caring characteristic can be seen when she is with Colin. On her first night at the manor, she hears an unidentified sobbing voice. She later finds Colin and starts to be concerned about his poor condition both physically and mentally. Colin's spoiled characteristic and his loneliness mirror herself. "You are horrible bossy,"

said Mary. ‘I used to be like that, when I lived in India’ (50). In order to help Colin feel better from his desperation, Mary decides to visit Colin every day and tells him the story about her time at the garden to make him feel better. In order to deal with Colin, Mary uses her rude behavior to handle him. Later on, Mary forces him to go outside to experience the garden himself, all for the sake of his health.

Next, the garden has the power to heal Colin. He is believed to be sick and cause of his sickness is unknown. His characteristics -- spoiled and hot tempered is the barrier that keeps other people away from him. At first, he is not able to walk. People at the manor including his father keep Colin in his bedroom all day, and this makes him lose his willingness to recover. Actually, Colin is damaged both mentally and physically. He believes that he is responsible for the death of his mother and is also a burden for his father. “And my father doesn’t even care,” Colin went on, as if he hadn’t heard. ‘He hates me because my mother died when I was born. He can’t bear to look at me.’” (42)

After Mary meets Colin and tells him about his mother’s secret garden, he begins to recover. Colin’s condition is fully developed after spending time in the garden with his friends, Mary and Dickon. Nature helps Colin to recover both mentally and physically. In mental health, Colin’s curiosity for the garden makes him want to experience it by himself. It motivates him to leave his room with the help of Mary. Colin now sees the beauty of nature and becomes aware of the poor condition of the garden. With this concern, he agrees to join Mary and Dickon to renovate the garden. Physical healing, the atmosphere in the garden makes Colin feel better. He becomes healthier after he stays in the garden and plays with his friends. Later, nature enhances his hope towards his illness and boosts his motivation to walk again. “Unsteadily and clinging to Dickon, Colin forced his weak limbs to move. The others saw his pale face

grow rosy in the sunlight. 'Mary! Dickon!' he cried. 'I'm going to get well. I can feel it.'" (56).

The third environmental awareness raised is liberation. The garden sets Mary free from her past and sadness. At first, she tends to keep herself in her room after her arrival. The manor symbolizes a prison that keeps people locked away with their past and sadness. According to Mary, on the day of her arrival, the place has a huge hall, steep stairs and a long twisting corridor. She can sense the coldness of the people, especially Mrs. Medlock, the housekeeper who does not wish to befriend her. Mary's first week at the Craven's manor is difficult. She is still in the state of sadness, and she has been left alone in the house. The manor is her new home in which she has to learn to adjust herself. On her first night, Mary is left in her new bedroom which is dark and chilly. She can hear the wind blowing at her window, and the strangest thing is, she can hear an unidentified sobbing sound. Mary's sadness starts to fade away after Mrs. Medlock steps in. This scene shows that Mary has to choose between being stuck with her sadness and stay in the manor or having to move on and overcome her sadness and loneliness. Mary's interaction with the garden sets her free from her past and sadness. According to Megan Lankford, young characters like to go to green environment because it makes them feel relaxed and safe. Gardens and woods in the stories are presented as a comforting space for children. They are the places that children can temporarily escape from their home to respite their sadness (73). In the garden, Mary has the opportunity to do whatever she wants. There are no orders from adults.

Next, the garden also sets Colin free from his sickness and his imprisonment in his own home. Colin's bedroom can be interpreted as his jail because it keeps him away from his freedom. There, he cannot even see sunlight from his window and cannot walk

either. This makes him lose his hope until Mary steps in. Mary's story about the garden encourages him to go out of his room and see the outside world. His freedom starts when Mary pulls out his window's curtains to prove that sunlight cannot harm him. Then Colin reaches another level of liberation when he goes to the garden and experiences the world around him. There, he has new experience that he never had before. He can do anything he wishes to such as plays with friends of his age and explores the garden. With the help of Mary and Dickon, Colin can walk again and later, he reunites with his father, Mr. Craven.

Similarly, the garden frees Mr. Craven, Colin's father, from his sadness and reunites him with his son again. After the death of his wife, Mr. Craven always keeps himself in his room. He also works hard in order to keep himself busy. His grief is the barrier between him and his son. Mr. Craven rarely appears in the story. Mary never has a chance to meet him until the end of the story. The character of Mr. Craven only shows up in the last six pages in the picture book. After he returns to the garden, he unites with his son. Like his son, all of his sadness is gone. This scene shows that Mr. Craven has always loved Colin but could not show it. The garden finally brings Mr. Craven back to his son and also leads them towards a new beginning.

Artistic techniques are employed in order to raise environmental awareness effectively. Illustrations work together with texts to support each other. For Zhihui Fang, picture books "strongly or sometimes completely rely on illustrations to server these functions of a setting." For example in the moor scene, artistic technique is employed in order to describe the situation (see fig 7). Mary's facial expression portrays her sadness and insecurities. On the other hand, the characteristic of Mrs.

Medlock is shown in the illustration. Her expression shows her stern characteristic. Her gesture portrays as if she is giving Mary the lecture.



Fig. 7

Another example is the illustration of her first night at the Craven's manor (see figure 8). It portrays her loneliness through characters' placement. Texts only describe Mary's bedroom and her action. However, artistic techniques are employed to describe her emotions. The illustrator places Mary in the corner of the picture to show the contrast between Mary and her bedroom. She is staring out of the window alone in the corner of her room. Even though her facial expression cannot be seen in the illustration but her gesture gives a clue that she feel the emptiness.



Fig. 8

Mary's transformation can be seen through illustrations. For example in figure 9, bright and cheerful atmosphere are dominated in each scene in order to represent hope and a new life. Her facial expressions also change as her condition improves. In the picture book, the writer does not need to explain her emotion through the text as it is clearly expressed through the illustration. Mary is now portrayed as a cheerful and lively looking child. Her smile in each scene turns wider in order to represent her happiness.



Fig. 9

Colors play the significant part in the picture book. Colors are employed to create moods. According to Jane Doonan, colors can be used to create the mood of the story (55). The illustrator uses bright colors to portray India. It creates the feeling of liveliness in the house. In the opening page (see figure 10), different shades of yellow are employed to represent the tropical climate in India and Mary's moods because her temper is also as hot as the climate. In order to emphasize her hot temper, bright yellow shades are employed in the scene.



Fig. 10

Different shades of purple and grey are used to emphasize the mood of the story. According to Denis Pelinis, colors in each scene also create feelings of excitement, arousal, joyfulness or desperation (43). They are employed to create a dreadful mood at the manor. To represent Mary's feelings, the colors in each scene around the manor grow darker to emphasize her loneliness and fear. Another example is figure 11, Mary is portrayed as a small child, but her bedroom is seen as large and lifeless. This also delivers the loneliness and desperation that Mary feels to the readers as the sudden change in Mary's life is too hard for the little girl.

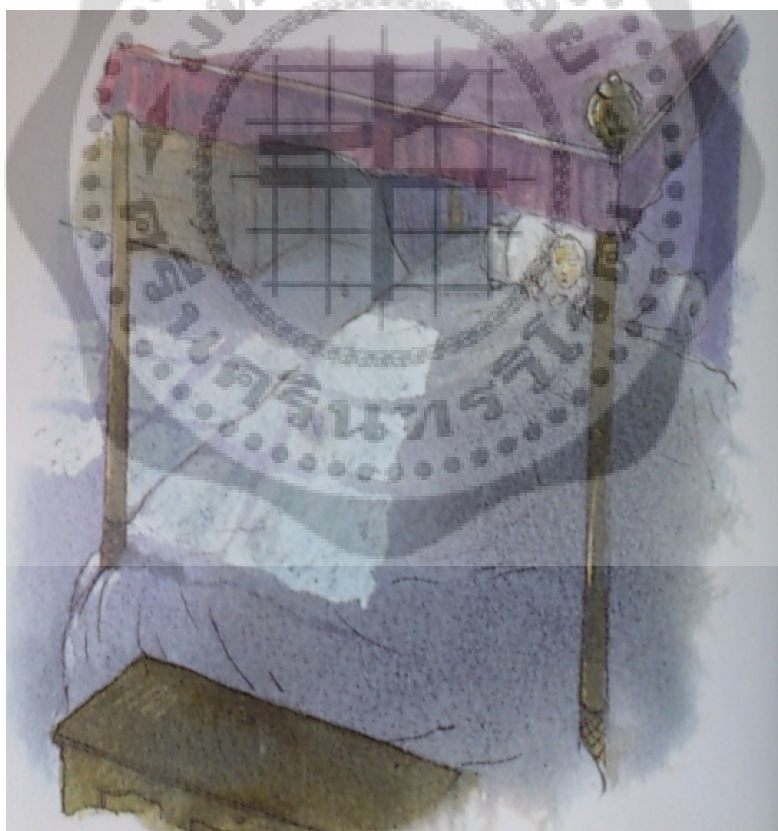


Fig. 11

Alan Marks employs the same technique to Colin. That is, his room is gloomy. The room is portrayed as dark and uncomfortable (see figure 12). All of the curtains are closed. The only light in his room comes from the fireplace as Colin keeps himself away from direct sunlight. The dark grayish blue is employed to represent his desperation.



Fig. 12

Children's transformation can be seen through illustrations. For example, figure 13 creates the mood of happiness and cheerful. In order to describe Mary's health improvement, Alan Marks changes color tone little by little from dark into bright tone. The moods in each scene becomes brighter and brighter. A brilliant color of blue and yellow come to replace the dark and gloomy atmosphere in each scene in order to represent hope and a new life. Colors also turn brighter to represent Colin's recovery. The bright colors scene with sunlight represents Colin's hope, happiness and a new beginning. The picture of him holding Dickon's shoulder with Mary by his side emphasizes their happiness to see Colin's improvement.



Fig. 13

Colors also create symbols. Different shades of purple and grey are used to represent Mary's sadness. To represent her feelings, the colors in each scene around the manor grow darker in order to symbolize Mary's loneliness and fear. For example in figure 14, the warm shades of purple are employed to emphasize her grief. Mary wears a dark grey coat which is not suitable for her young age. Furthermore, the grey colored coat also symbolizes her grief.

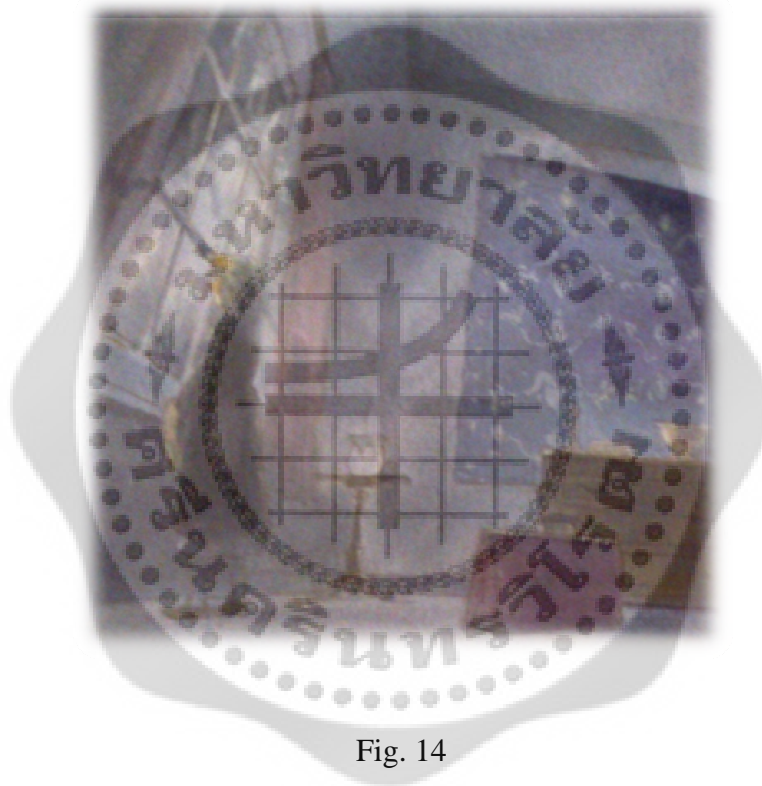


Fig. 14

The illustrator also employs the same dark purple shades and symbols for portraying Mr. Craven's condition (see figure 15). Different shades of purple are used to symbolize his sadness. However, there is a hint of hope left in the picture. Mr. Craven looks out at the window to see the night outside. The window symbolizes his freedom and foreshadows a new beginning. Eventhough it is night time, the sky is still clear and bright. Full moon shines brightly in the sky and its light pierces through the window which symbolizes hope.



Fig. 15

Another example is the garden's door on the book cover (see figure 16). The half open door with a key creates the feeling of curiosity and temptation. It also symbolizes hope and future that await Mary. Furthermore, few details of the garden are given, which tempt the readers to wonder about the secret behind the door. The illustrator, Alan Marks employs artistic techniques to draw attention from the readers to the picture book. Rather than using bold colors and sharp lines like other picture books, he creates blurry lines with a soft tone of water colors that creates the feeling of nostalgia and welcoming. Different shades of green are used to emphasize the beauty of the garden

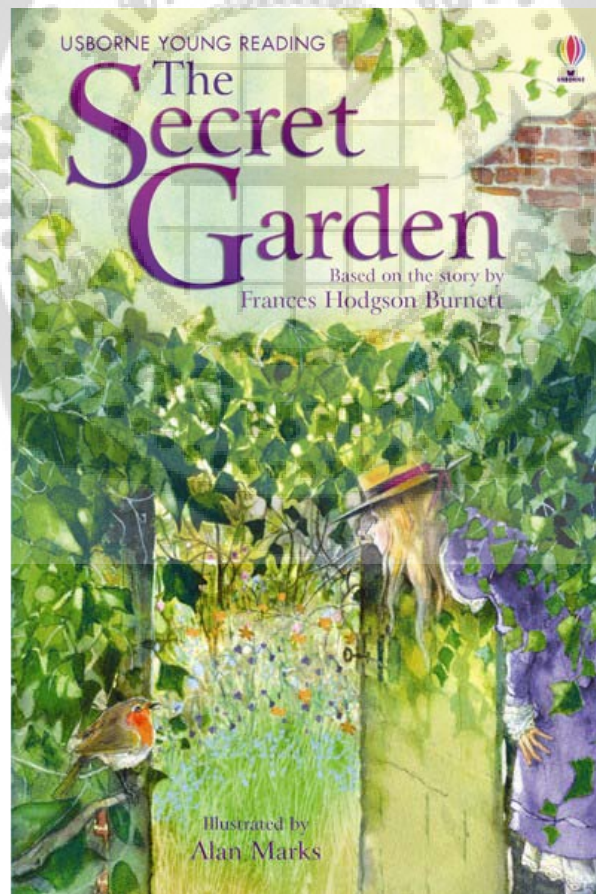


Fig. 16

Bright colors are employed as symbols for Mary's improvement. In figure 17, Mary pulls up her bedroom curtain and bright sunlight shines down on her. The bright yellow color represents Mary's hope and the new beginning. When she starts to renovate the secret garden, Mary soon starts recovering from her sadness because her plan to save the garden takes all of her attention. Her life becomes happier and her health also improves.

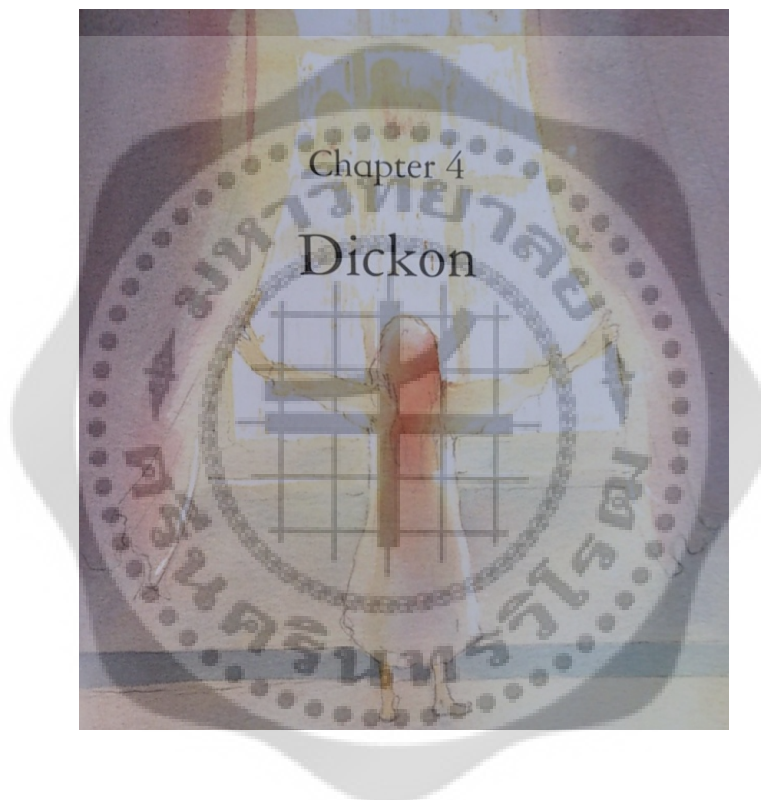


Figure 17

Mary's pink dress is also the symbol of her transformation and happiness (see figure 16). After she recovers, her dark grey coat is gone, and she now wears only pink pastel dresses. Mary finally turns into a healthy and cheerful young girl. Color tones in the illustrations also become brighter to reflect her happiness. Bright green and yellow represents natural world that helps her cope with her sadness.



Fig. 18

The relationship between humans and nature is also emphasized in the story. The picture book points out that humans and nature are interconnected. The garden needs humans to nurture them. On the other hand, the garden also gives benefits back to them. The garden reflects Mr. Craven and Colin's health conditions. It is dying because of the lack of maintenance. At first, people at the manor only focus on their duties and let themselves sink into their sadness for the lost of Mrs. Craven, unaware that a part of her stills remain. However, the garden's conditions improve after it is discovered and renovated by Mary and her friends. It slowly becomes alive again. On the other hand, the garden also heals the children and Mr. Craven and reunites people together. It also teaches them that sad times are not last forever.

In conclusion, the picture book version of *The Secret Garden* raises readers' awareness through the story. First, it raises the communion awareness between humans and nature, and the interconnection between them. The garden has a significant part in

the story. It unites children together and encourages them to spread awareness to other people. Later, Mary's garden renovation plan creates a strong bond between the children and nature. They realize that they have become a part of the natural world. The second is renewal awareness. The garden also has the ability to heal and set human free from their obstacles as it gives them hope and encourages them to overcome their sadness. The third awareness is liberation. Interactions with the garden set children free from their past. For them, the garden is where they can escape from their place. Children can feel free to do whatever they want to there. In order to raise awareness effectively, artistic techniques are employed. Illustrations work together with texts to tell the story. Colors also play the significant roles. Colors are employed to create moods of the story and to be symbols. With these techniques, the picture book version of *The Secret Garden* can motivate readers, especially children, to see the importance and also encourage them to become aware of the natural environment around them.

CHAPTER 5

CONCLUSION AND DISCUSSION

This study aimed at analyzing the environmental awareness raised in the picture books versions of *The Birds of Killingworth* and *The Secret Garden*. The techniques that were employed to achieve the goal of raising environmental awareness were also examined. I also analyzed the relationship between humans and the natural environment. In addition, I compared the similarities and differences between these two picture books. Suggestions for further studies are also provided at the end of the chapter.

Conclusion

After studying the picture book versions of *The Birds of Killingworth* and *The Secret Garden*, environmental awareness is found in these two picture books. In the former picture book, only one environmental theme on communion awareness in environmental writings is found. The communion between humans and nature is raised in the story in order to find the harmony between them. At first, the birds' massacre unites a team of people together in order to protect the orphaned birds. The rescue starts with Almira. Her concern for the birds encourages her to gather Noah and his students to help her to save the birds. They spend most of their time at their secret base. At the base, they learn to live with nature. The children also enjoy spending their time with the birds. Later, the interactions between the rescuers and the birds increase their willingness to protect nature. The team also unites with the townspeople in order to regain the natural environment at Killingworth. At the end, all of the characters learn that human and nature can indeed live in a harmonious way.

In order to reach the goal on raising environmental awareness, artistic techniques are employed. In the picture book version of *The Birds of Killingworth*, illustrations play a significant role as they work together with the texts to tell the story. There are no definite explanations of the characters' emotions on texts. However, readers can understand the characters' feelings through their facial expressions and actions.

Colors also take the significant part. They are employed to create moods of the story. For example, the illustrations display peacefulness and chaos in Killingworth through the compositions. Vivid and cheerful colors are used to represent the rich ecosystem of Killingworth in the introduction. The people in the illustrations live with nature in harmony. However in the chaotic scene, dark shade colors represent the townspeople's desperation. The images of people running around with damaged clothes emphasize on this crisis.

Colors are also employed as symbols. Bright colors are used to characterize the birds. Light yellow shade of sunlight represents Almira's happiness. Soft tone colors are employed on the birds to emphasize on their beauty and innocence. Different shades of green portray Killingworth's fertility and also represent the natural world while yellowish brown shades are employed to symbolize the desperation in Killingworth after the massacre.

The interesting content in this picture book is the relationship between humans and nature. Interconnection is the major topic in the picture book version of *The Birds of Killingworth*. The story reflects the finding of common ground between human and nature and they can coexist together. The situation in Killingworth teaches all of the characters about the importance of ecosystem. In other words, humans and nature need

each other in order to survive. Human interaction with nature can create the strong bond between them.

The story also points out that nature can give humans lessons. It makes them learn to take the consequences from their actions. humans must take moral responsibility towards the natural world. In this picture book, human's selfishness is portrayed throughout the story. In the beginning, the townspeople see the birds as a pest. They assume that they can gain more benefits from their harvests if they get rid of the birds. However, killing all of the full grown birds turns Killingworth into a chaotic place.

For the picture book version of *The Secret Garden*, all of Murray's environmental themes on communion, renewal and liberation are found. Firstly, the story in this picture book shows the communion between humans and nature. The dying garden raises Mary's awareness for the natural environment. Her concern for the garden forces to ask Dickon for his help as she realizes that she cannot do it alone. Spending most of their time in the garden creates a bond between the children and nature. The more they spend their time there, the more they feel that they are a part of the natural world.

The second environmental awareness is renewal. The garden has the ability to renew human both mentally and physically. Mary feels depressed after she loses her parents. However, she learns that sadness does not last forever. The garden helps Mary cope with her sadness and desperation. Her activities in the garden grab all of her attention, and later promote her health. She transforms from pale into a rosy complexion. Furthermore, the garden also changes her characteristics from being disagreeable to a cheerful person. The garden not only transforms Mary but also

encourages her to help Colin. Mary's story about the garden makes Colin want to experience it by himself. Later, Colin decides to go to the garden in order to find the bond between him and his deceased mother. Colin's health improves after spending his time in the garden. Later, after a few attempts, he can walk again.

The third environmental awareness is renewal. The garden leads Mary and Colin to be free from their past and overcome their sadness. The garden is presented as a comforting space for children. There, children can temporarily escape from reality to stay together on their own. Without adults, children can play freely in the garden. The garden also symbolizes children's freedom as it sets Mary free from her past and Colin from his sickness and imprisonment in his own home. At the end, the garden also free Mr. Craven from his sadness and reunites him with his son.

Illustrations play a crucial role in the picture book version of *The Secret Garden*. Illustrations work together with texts to support each other. The readers can understand the story through illustrations. In other words, illustrations can tell a story too. For example, the readers can see the transformation of Mary and Colin through these illustrations. At first, Mary is portrayed as a disagreeable girl looking pale and unhappy. However, her appearance changes completely after she renovates the garden. She turns out to be a pleasant young girl who always smiles at everything. Regarding Colin, his desperation can be clearly seen on his facial expression.

Colors in each illustration are employed to create the mood of the story. For example, vivid and light colors portray the cheerfulness in India and children's happiness while dark color shades depict the desperation faced by Mary and Colin at the manner. Character placements also construct the mood of the story. For example, the

picture of a little girl standing in the dark corner of her large bedroom creates the feeling of loneliness.

Colors are also used as symbols. The illustrations presenting Mary in a dark grey coat is used to symbolize her grief, while a pink color dress to represent her happiness. Yellow sunlight represents hope. The composition in each illustration in the picture book is also important. The view from top of the hall on Mary's arrival scene shows her powerlessness among people at the manor.

The relationship between humans and nature is a significant topic in the picture book version of *The Secret Garden*. In the story, humans and nature are interconnected. They gain benefits from each other and they need each other in order to survive. Firstly, nature helps humans to improve their lives and lifestyle. The garden helps children to get over their sadness and gives them hope to overcome their difficulties. On the other hand, nature relies on humans' protection. The garden needs the children's help to become alive again. The garden's condition not only affects itself but also affects the wildlife at the manner.

After examining the two picture books, it is found that these picture books share some similarities. Firstly, the authors of these two picture books share similarity of raising environmental awareness. The picture book version of *The Birds of Killingworth* illustrates the awareness on communion and the relationship between humans and nature. In the picture book version of *The Secret Garden*, three environmental themes on communion, liberation and renewal are found. The relationship between humans and nature is also found.

Second, birds introduce the protagonists to enter natural world. Birds represent nature that lead human to become a part of natural world. In *The Secret Garden*, the

robin leads Mary to the garden entrance and helps her find the key. It appears in almost every illustrations of the garden scene. The robin also keeps her company while she spends her time in the garden. In *The Birds of Killingworth*, the sound of orphaned birds is calling Almira to save it. The orphaned birds also create the bond between her team and nature.

The third similarity is that nature has ability to teach humans. In the picture book version of *The Birds of Killingworth*, nature teaches human to learn from their actions. They have to be responsible for their actions and also find ways in order to fix what they have done by themselves. Nature also teaches the townspeople to think about other things besides focusing on themselves. They have to learn to live with the birds in harmony in order to maintain balance in the ecosystem. *The Secret Garden*, nature teaches Mary, Colin and Mr. Craven that sadness will not last forever, it will be gone as time goes by. Nature also encourages Mary to interact with other characters and treats them nicely.

Fourth, the artistic techniques play a significant role in both picture books. Texts, colors and illustrations work together in order to tell the story. The illustrations, the images of characters' actions and expressions are employed to support the texts. The writers do not need to describe the characters' moods and their feeling through words. The readers can feel the characters' emotions and their transformations through color shades in each illustration. These will aid young readers with limited reading ability to understand the story. In each illustration, the illustrators employ different shades of colors to create moods in the story. For example, bright green and yellow creates an image of a beautiful morning in the countryside while dark shades of grey and grayish purple create moods of loneliness and insecurity. Colors are also used as symbols. For

example, sunshine symbolizes hope and a beginning. Green is represented as fertility whereas dark grey colors and dark brown represent desperation and decay.

The last similarity is the relationship between humans and nature. These two picture books point out that human and nature are interconnected. The incident in Killingworth is a good example for readers to become aware of the ecosystem around their place. It makes the readers understand that birds are more valuable, they are not human objects to entertain people. They take the role as a predator in the food chain. Furthermore, spending time with birds also encourages Almira and her team to protect birds. In *The Secret Garden*, the story also focuses on the relationship between humans and nature and shows human's concern for the environment especially revolving children. Children in *The Secret Garden* cannot stand to see the garden die. They need to take action in order to save it. Later, the garden repays them by giving them unexpected benefits.

Eventhough these two picture books are similar, there are some differences. Firstly, they show the effect of nature on human in different ways. The picture book version of *The Birds of Killingworth* emphasizes the interconnection between human beings and animals. The importance of the ecosystem is portrayed throughout the story. Nature also shows people in Killingworth the effect of their actions. In the picture book version of *The Secret Garden*, the writer emphasizes on the role of nature that affects humans' lives. In the story, nature provides many benefits for people. It helps to rejuvenate people from their sadness and sickness and also set them free from their past.

Second, the purpose of saving natural environment of the protagonists is different. Almira and Mary have different reasons for their willingness to save nature because their attitudes toward nature are not the same. Almira cannot stand to see fully

grown birds being killed. Almira wishes to save the birds because she loves the birds' music. This is the only reason in the beginning that she uses to support her objection in the town meeting. For her, birds are seen as an entertainment source. Throughout the story, she loves to admire the sweet sound of the birds. It seems that Almira does not become aware of significant role that birds play in the ecosystem. However, she learns a lot from nature after the massacre. Almira later understands that birds have an important role as predators as well as producing songs for a human's enjoyment. She now realizes that her bird rescue plan could do more than she expects. Her team also saves the balance in the ecosystem.

Mary is concerned for the poor condition of the garden. She wants to save the garden because she truly cares about nature. She does not want anything in return but to only see the improvement of the garden. Actually, Mary always cares for the natural environment. This trace can be seen in the beginning of the story when she shows her interest in planting something at her yard in India but fails to finish it because nobody cares to show her how to do it. The only reason for Mary to renovate the garden is to make it alive again. She does not want anything more than that.

In conclusion, the authors of the picture books versions of *The Birds of Killingworth* and *The Secret Garden* have the same goal which is to raise environmental awareness. To do so, techniques are employed. In this way, these two picture books can inspire children to become aware of the natural environment around them. In these two picture books, the protagonists are powerless at first. However, their willingness to save the garden is the motivation that drives them to reach their goal.

Discussion

The findings in this study are similar to many studies based on environmental awareness through literature. The interconnection between human beings and nature is one of the significant topics in the study. The study findings denote that humans and nature are connected. However, humans tend to have less moral responsibility towards the natural environment. The story of the interconnection between the birds and the town-people in *Killingworth* is similar to the study by Supaporn Yimwilai in “Environmental Awareness in Three Females’ Writings: Literature that Inspires the Appreciation and Concerns for the Environment.” In her study, she examines horrifying destruction humans have done to the natural environment in three writings. One of them is Rachel Carson’s *Silent Spring*. Yimwilai emphasizes in the study that everything is interconnected. In *Silent Spring*, the story tells readers about the affect of DDT on the natural environment. The researcher’s study points out humans’ selfishness and the way they take advantage of the environment. Human selfishness can also be seen in *The Birds of Killingworth*. Human’s lack of morality turns their village into chaos.

Nature has many significant roles in picture book versions of *The Secret Garden*. The restorative power of nature can be clearly seen in the story. The study has found that the garden has the ability to heal and help children to cope with their sadness. It has also improved children’s lives and encouraged them to move on. The result of this study is similar to Janet Marie Gafton’s “Girls and Green Space: Sickness-to-Health Narratives in Children’s Literature.” In her study, green spaces of farm and gardens in literature are portrayed as the remedy to cure illness. The characters’ outdoor activities in the natural environment help them transform from illness to wellness. The restorative power of nature also appears in “Nature and Greif: An Ecocritical Analysis of Greif in

Children's Literature" by Megan Lankford. Even though her study focuses on the concept of life, death, cycle and regeneration, she also emphasizes the restorative role of natural environment. That is, nature is portrayed as a healing and comforting space for the child characters. She points out that nature is a place of escape and respite from the confines of home and their emotions rather than an adult-sanctioned, meditated space (73). This idea is also seen in the picture book version of *The Secret Garden*. Young characters see the garden as their sanctuary that keeps them from the adults' world while the garden slowly heals them from their sadness.

This study points out that picture book is an effective tool to raise the environmental awareness. There are many benefits of using these two picture books in classrooms or at home. The picture book version of *The Birds of Killingworth* can be used to teach children as the themes and illustrations in the stories emphasizes on the importance of the ecosystem and mankind's moral responsibility towards the environment. Similarly, the picture book versions of *The Secret Garden* can help gain children's attention to the natural environment. Teachers or parents can use picture books to inspire them to plant trees or instruct them about gardening. They can show children the benefit of natural environment.

The picture book versions of *The Birds of Killingworth* and *The Secret Garden* can be used in class in Thailand to raise environmental awareness. Environmental crisis is one of major concerns in this century. Thai people are now kept away from nature because of the growth of infrastructure, advanced technologies and many factors. Numbers of forests are invaded and developed into luxury real estates or tourist attractions. Reserved wild animals are being taken away from forests and sold. Furthermore, people are now focusing more on themselves. Nature is completely

ignored by most people. This situation can be seen everywhere. In the city, people tend to keep themselves busy using their smartphones and using social networks. Even though these innovations make life easier, they turn out to be a barrier between humans and world around them.

Teaching the picture book versions of *The Birds of Killingworth* and *The Secret Garden* in class can encourage children to take action and protect the environment. As mentioned earlier, in order to raise environmental awareness, the process must be started from the root. Picture books are one of the easiest and most convenient tools for children as picture books can be easily accessed. Furthermore, young children may not have enough background knowledge or ability to understand the ongoing crisis.

Teaching children the picture books versions of *The Birds of Killingworth* and *The Secret Garden* can enhance their cognitive development. Picture books are often considered the first choice of instruments to aid children to become readers. These two picture books can introduce them to different kinds of animals and plants in this world. Furthermore, the consequences of human selfishness portrayed in *Killingworth* will help them understand and also increase their awareness of our environment and of all who live in it. The themes and illustrations also enhance their positive attitude towards nature. In addition, adults or teachers should take children to experience nature as shown in the picture books. This can increase children's attention towards the natural environment as they can experience nature visually and physically. Picture books can be a guideline and raise children's awareness, but nature itself is the best teacher to teach children about environment.

In addition, reading the picture book versions of *The Birds of Killingworth* and *The Secret Garden* can help children and adults appreciate arts. Picture books can be an

introduction to artistic principles and techniques for children. According to Mary Renck Jalongo, in “Young Children and Picture Books,” reading picture books can enhance their artistic development (11). Different shades of colors and artistic techniques can stimulate children artistic skills. Children can learn to imitate artistic compositions from illustrations. They can learn the use of colors to create moods and symbols through the pictures.

The picture book versions of *The Birds of Killingworth* and *The Secret Garden* raise children’s environmental awareness through the stories. Almira and Mary’s stories show young readers that they do not have to do huge projects in order to save the environment. They can start with something small, for example, their backyard or their neighborhood. I hope my study will encourage readers to become aware of the ongoing environmental crisis and see the significance of using picture books as a tool to raise children’s environmental awareness.

Suggestions for Further Studies

There are many interesting topics for later research:

1. There should be further studies on the role of nature as a healer in the picture book version of *The Secret Garden*.
2. The roles of women and men towards nature in the picture book version of *The Secret Garden* and *The Birds of Killingworth* should be examined.
3. The relationship between women and nature in the picture book version of *The Secret Garden* and *The Birds of Killingworth* is an interesting topic for further studies.



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