

**HARRY POTTER: THE REPRESENTATION OF SOCIAL AND MORAL**

**DEVELOPMENT IN CHILDREN'S LITERATURE**

**A MASTER'S PROJECT**

**BY**

**WANDEE SAENGA KAD**

**Presented in partial fulfillment of the requirements**

**for the Master of Arts degree in English**

**at Srinakharinwirot University**

**December 2006**

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**AN ABSTRACT**

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Dr.Supaporn Yimwilai.

The purpose of this study was to investigate how Harry Potter supports social and moral development in children. This study explored moral issues presented through the main characters in J.K. Rowling's Harry Potter and the Sorcerer's Stone. The analysis of this study was based on child development theory of Lawrence Kohlberg and Joan I. Glazer.

The result of this study indicated that the characters in Harry Potter and the Sorcerer's Stone were models for supporting children's social and moral development. Harry, Ron and Hermione were good examples for bravery, sacrifice and friendship, while Malfoy was a bad example for insulting inferior people. Children could learn social and moral issues through the attitude and behavior of the characters.

Therefore, reading Harry Potter was useful for children because the content reflected the real aspect of society. Moreover, it provided children with social and moral development.

แฮร์รี พอตเตอร์: ตัวอย่างการพัฒนาทางด้านสังคมและคุณธรรมในวรรณกรรมเด็ก

บทคัดย่อ  
ของ  
วันดี แสงอากาศ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตาม  
หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ  
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จุดประสงค์ของสารนิพนธ์ฉบับนี้คือ เพื่อศึกษาวรรณกรรมเด็กเรื่อง แฮร์รี่ พอตเตอร์ ของ เจ. เค. โรว์ลิง ในการพัฒนาด้านสังคมและคุณธรรมสำหรับเด็ก การศึกษานี้ได้ทำการวิเคราะห์ตัวละครในด้านจริยธรรมใน Harry Potter and the Sorcerer's Stone โดยใช้ทฤษฎีพัฒนาการเด็กของ ลอว์เรนซ์ โคลห์เบิร์ก และ โจแอน ไอ เกลเซอร์

ผลการศึกษาแสดงให้เห็นว่าตัวละครใน Harry Potter and the Sorcerer's Stone เป็นตัวอย่างในการพัฒนาด้านสังคมและคุณธรรมสำหรับเด็ก ได้แก่ แฮร์รี่ รอน และเฮอร์ไมโอนี่ เป็นตัวอย่างที่ดีในเรื่องความกล้าหาญ ความเสียสละ และมีมิตรภาพ ในขณะที่ มัลฟอย เป็นตัวอย่างที่ไม่ดีในเรื่องการดูถูกผู้อื่น โดยที่เด็กสามารถเรียนรู้ประเด็นทางด้านสังคมและจริยธรรมผ่านทัศนคติและพฤติกรรมของตัวละคร ดังนั้นการอ่าน แฮร์รี่ พอตเตอร์ จึงมีประโยชน์สำหรับเด็กเพราะเนื้อหาที่สะท้อนแง่มุมความเป็นจริงในสังคม นอกจากนี้ยังเป็นการช่วยส่งเสริมพัฒนาการทางด้านสังคมและคุณธรรมสำหรับเด็กอีกด้วย

The Master's Project Committee and Oral Defense Committee have approved this Master's Project as partial fulfillment of requirements for the Master of Arts degree in English at Srinakharinwirot University.

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December....., 2006

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# CHAPTER 1

## INTRODUCTION

The Harry Potter series, written by J.K. Rowling, is the most popular children's literature at the present time. The first book Harry Potter and the Sorcerer's Stone was published in 1997. After reading the first book of the series, children and adults all over the world are eager to read the following books in the series, one after another, and each book over and over again. Approximately 175 million copies were sold in J.K. Rowling's first four books: Harry Potter and the Sorcerer's Stone (1997), Harry Potter and the Chamber of Secret (1999), Harry Potter and the Prisoner of Azkaban (1999) and Harry Potter and the Goblet of Fire (2000) (Majendie 1). The books were translated into forty-seven languages in the late 2001 (Puig 1) and became the best seller around the world. Moreover, the series were produced for the Blockbuster movies and made a large amount of money for the producers. At present, the fifth and the sixth volumes of Harry Potter have already been published; they are Harry Potter and the Order of Phoenix and Harry Potter and the Half-Blood Prince.

Despite the success of Harry Potter series, there were a lot of comments, giving both positive and negative perspectives. Gibson stated that some of the criticisms tackle on religion because the Harry Potter books are said to be “dangerous, evil and perverted (1)”. Many Evangelical Christians in terms of “glamorizing the occult” also attack Harry Potter. In some Christian churches, sermons were preached that “Pottermania is corrupting the minds of young people”. Pastors and ministers also complain about the danger of reading the Harry Potter books or watching the movie “Harry Potter and the Sorcerer’s Stone”; they think that the movie is harmful to children. Other Christian officials criticize some symbolic representations in Harry Potter books, for example, a broomstick, Harry Potter’s scar, the death of Harry’s mother. They think that these are the symbols of the occults; the broomstick is a phallic symbol, a special belief about phallus as a symbol of natural creativity and the lightening- bolt scar on the forehead of Harry Potter is described as a Nazi swastika which is the mark of the Antichrist.

Rosendale also claims that Christian officials and some parents believe that “Harry Potter” promotes an interest in witchcraft (1). It can be said that Harry Potter books are brutal, especially because Harry’s parents are cruelly murdered. For these reasons, many

Christians want to ban Harry Potter books from schools and libraries because they think Harry Potter books promote witchcraft.

However, some Christians and university professors perceive differently; they think Harry Potter books are just fantasy and will not convince anyone to the witchcraft belief. Moreover, the elements of fantasy which J.K. Rowling used in Harry Potter are imaginative adventures that make the story famous around the world. Many parents find that children love to read Harry Potter books more than to do other activities. As a result, Harry Potter and the Sorcerer's Stone is used as an implication book for students. Some schools and universities in USA offer the courses related to Harry Potter books. The teachers believe that children are familiar with Harry Potter because the theme of the book is about fantasy and dream of children. They think that reading Harry Potter is beneficial for children. It can help children to search for their identity, learn the culture of their groups and apply it for their daily lives. The teachers also discover that there are many moral issues imparted in Harry Potter books. For example, the books clearly present Christian values—compassion, loyalty, courage, friendship and self-sacrifice.

Because there are both positive and negative comments on Harry Potter books, the question raised here is whether children should read Harry Potter books. However, the

researcher believes that reading Harry Potter books can teach morals. Therefore, the researcher proposes to study how Harry Potter and the Sorcerer's Stone instil moral development in children.

### **Purpose of the study**

The purpose of the study aims to investigate how Harry Potter instil social and moral development in children.

### **Scope of the Study**

The scope of this study is to analyze moral issue in Harry Potter and the Sorcerer's Stone.

### **Procedures**

The procedures of the study are as follows:

1. Accumulation of Information as the following:

1.1 The history of children literature

1.2 The theory of moral development in young children

1.3 The related research of Harry Potter

2. Information Analysis

3. Conclusion and Suggestion for further studies

### **Significance of the Study**

1. This study will help readers to better understand moral lessons presented in

Harry Potter.

2. This study will help readers understand how children's literature Harry Potter

helps to instil moral development in children.

### **Definition of Terms**

“Moral” is a standard of behavior; principles of right and wrong or a practical lesson that a story, an event or an experience teaches. It concerned principles of right and wrong behavior, ethical based on one’s ability to understand the differences between right

and wrong and judge, not on legal rights and obligations. It relates to the standard of good or bad behavior: fairness, honesty, etc. which each person believes in, rather than laws or other standards.

The moral of a story, event or experience is the message which readers understand from it about how they should or should not behave. When 'good' refers to a person, it usually describes the appealing qualities as kindness to other people, generosity, helpfulness, and deep sympathy. 'Good' can be used to describe someone who is morally correct in their attitudes and behavior, for example, a person who strictly follows a set of rules or principle and behave well or politely.

On the other hand, 'bad' refers to a person who is evil or does something morally unacceptable. He always causes difficulties, troubles, or harms to others and being unpleasant to everyone, for example, showing bad manners, telling lies, showing annoying feelings or anger.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### THE HISTORY OF CHILDREN'S LITERATURE

Children's literature has a long history. It began in the classical world. In this period, old people told stories to the young ones. There was no written form of stories. Most stories were from Greek and Roman mythology. The most famous stories were the Iliad-- the story of the Trojan War and the Odyssey-- the story of adventure of Odysseus, the Greek hero. Later, the Roman's stories were influenced by the Greeks, for instance, the Aeneid--written by Virgil and the Metamorphoses-- written by Ovid. These literatures are good stories of adventures and they are wonderful fantasies for children.

During the Middle Ages, the spoken story was still popular among people because the books were expensive and scarce. Reading spread only among the educational and wealthy people. The most popular stories of this period were the adventures of the knight that imitated from Beowulf, for example, The Stories of King Arthur and His Knights.

Moreover, there were biblical stories about the lives of saints and local legends that praised

good deeds of the heroes. All stories were full of imagination, mystery, and excitement, and all taught morals through the characters to the children.

Until the European Renaissance, when technology caused social changes, it was the beginning of written form and printing. The first printed book was the Bible and followed by Caxton's edition of The Fables of Aesop (1483) which was "the first popular illustrated book printed in England (Wooden 7)". The books for children still hardly found in this period; however, it was found that some instructional books were used to teach children about social manners or behaving in the society. The most well known books were Sir Thomas Elyot's The Boke Named the Governour (1531) and Roger Ascham's The Scholemaster (1570). The most popular books for children were religious books- John Foxe's Book of Martyrs (1563)--an anti-Catholic work. Besides, the picture book was firstly used to teach English and Latin to children, and the important one was John Comenius's Orbis Sensualium Pictus (1657). During this period, the rise of Puritanism and the philosophy of John Locke influenced children's books. The Puritans believed that education was important for children and they were very strict on the Bible. John Locke, an English philosopher, also stated that children were born in blank, but the environment made them to be good or bad. It was the responsibility of adults to select the proper education for

children. Moreover, English children read adult literature about adventures, for example, John Bunyan's A Pilgrim's Progress (1678), Daniel Defoe's Robinson Crusoe (1719) and Jonathan Swift's Gulliver's Travels (1726).

In addition, in the Eighteenth and Early Nineteenth Centuries, books for children were widely published. Jean Jacques Rousseau (1712-1778), a French philosopher, suggested ideas about the concept of children's books that the writer should teach more morals in the story of children so that they can learn to be good and become proper human beings (Russell 9). In this period, many women started to write stories for children. The best well-known writer was Maria Edgeworth (1744-1817) who wrote her short story The Purple Jar (1796) and her book Simple Susan.

In the past, adults would select the books for children, but they did not concern the children's needs. They taught children the way they want, until the late nineteenth century, when modern writers had new idea to write books for children. This period was the first Golden Age of children's literature. Fantasy stories appeared for the first time. The most famous story was Alice's Adventures in Wonderland (1865), written by Lewis Carroll, who broke the writing rules for children. One of the talented Victorian fantasists, George MacDonald, wrote a literary fairy tale The Princess and the Goblin and The Princess and

the Curdie. His works which aimed to present his attitude about humanity, and his ability in creating fantasy world was popular until the present. Besides, two minor books-- Juliana Horatia Ewing's The Brownies and Other Tales (1870) and Anna Sewell's Black Beauty (1877)—contained powerful narrative styles that attracted childhood favorite for many years.

During this period, there were some writers who had talent and knowledge in writing for children. For example, Beatrix Potter began writing talking animal tales, The Tale of Peter Rabbit (1901). In her stories, she used easy language and irony context to talk to children, as if they were friends, not the writer and the reader. She also gave interesting advice on writing for children that "I think the great point in writing for children are to have something to say and to say it in simple, direct language." (quote in Hunt, An Introduction to Children's Literature, 88). J.M. Barrie wrote Peter Pan (1904), which was very popular in imaginative power of the characters. Kenneth Grahame wrote the most favorite animal fantasy story The Wind in the Willows (1908) which contained a variety of adventures.

For the past fifty years, there have been a lot of popular fantasy stories, for example, C.S. Lewis's Narnia Chronicles (The Lion, the Witch and the Wardrobe, 1950, and sequels); Mary Norton's The Borrowers (1952) and sequels; Lucy Boston's Green Knowe

series ( The Children of Green Knowe, 1954), and sequels; Llod Alexander's Prydain Chronicles ( The Books of Three, 1965, and sequels); and Urasula Le Guin's Earthsea series (beginning with A Wizard of Earthsea, 1967). Moreover, there are modern fantasy classics, for example, E.B. White's Charlotte's Web (1952), Philippa Pearce's Tom's Midnight Garden (1956), and Natalie Babbitt's Tuck Everlasting (1975).

## **THEORIES OF CHILD DEVELOPMENT**

Children's literature plays an important role in supporting children's development.

Reading literature is useful for children in terms of physical and psychological development.

Books can help to fulfill children's needs such as need to know, need to accept and to give

love, need to belong, need to achieve and to feel self-esteem, need for beauty, order, and

harmony, as well as need to cope with stress (Burke M. 31-35). If children enjoy the story,

they will pay attention and want to read it again. At least, they will increase their

vocabulary, reading comprehension and intellectual concept development (Glazer I. 2).

However, children's attitudes toward literature based on their sex and individual

experiences. It is important for parents to select an appropriate book for the children. Good

books for children should teach morals through the behavior of the characters.

The most important thing in children's social development is their ability to get along with other people in the society. Friendship is important for children because it is a chance for children to learn react, and practice social skills with others. On the other hand, friendship maybe harmful to those who compare themselves with others. When they are in the inferior position, they might feel jealous, rejecting others or having antisocial behavior. Therefore, children need to gain the experience of working with each other and learn to respect their differences in social needs.

A fundamental understanding of child psychology is helpful to study children's literature because how children respond to books is a function of what happen to their psychology, physiology, sociology and emotion (Russell 26).

There are three theories of child development which complement each other. Jean Piaget concerns with intellectual or cognitive development. Erik Erikson concerns with social development. Lawrence Kohlberg concerns with the development of moral judgment.

Piaget suggests that there are four periods of intellectual development. In Sensorimotor period (0-2 years), the child realizes that objects exist only when he sees, feels, hears, tastes, and smells. During this period, the infant develops its coordination, figuring out how to use hands, arms, and legs. In Preoperational period (2-7 years), there

are two stages of child development. Stage 1 Preconceptual stage (2-4 years), children can classify objects by their colors, shapes and sizes. Stage 2 Intuitive stage (4-7 years), children use their feeling to help them make a decision. In this stage, children are developing language skills. The fantasy stories and realism are important to develop children's relationships with others because it is a stage of experimentation. Reading a variety of books can help children to discover themselves. In Period of Concrete Operations (7-11 years), children begin to use logic and problem solving. They begin to learn how to be in the society and aware of people around them. At this stage, children can read longer books, but they will pause between chapters and continue to read at later time. In Period of Formal Operations, (11-15 years), children can use formal logic and understand social phenomenon.

Erikson classifies five stages of psychosocial development in children. The first stage is Trust vs. Mistrust (0-18 months). At this stage, children will trust their caregiver, but they have fears when they sleep alone. Therefore, parents should read books before they go to sleep every night. The second stage is Autonomy vs. Doubt (18 months to 3 years). At this stage, children begin to explore whether they can do, but at the same time they have doubts. The third stage is Initiative vs. Guilt (3-6 years). At this stage, children

realize their responsibility and understand the conflict between people. They are guilty when they do something wrong. The fourth stage is Industry vs. Inferiority (7-11 years). At this stage, children want to be successful, and they usually compare themselves with their friends. The fifth stage is Identity vs. Role Confusion (adolescence). At this stage, children confuse between what their role is and what society expects of them to be.

Kohlberg, based on Piaget's model of moral development, divides children's ages into six stages of development according to their sense of justice and the use of reasons to solve moral problems. Children age four to ten are at the first two stages, at the Preconventional level (0-7 years). In stage 1, punishment and obedience orientation, children obey rules to avoid punishment. In stage 2, instrumental and relativist orientation, children follow rules without self-interest and do something for others to get something return. When children grow up, they will enter Conventional level (7-11 years). In stage 3, interpersonal concordance orientation, children realize how to be "good boy" or "good girl". In stage 4, law and order orientation, children learn to respect the law as a way of being good people in the society. Kohlberg believed that in the last two stages, post-conventional level, children's moral development go further than concerning authority.

In addition, social and moral developments are related to intellectual development.

According to Glazer, children develop their ability in moral reasoning through consideration of moral problems and through contact with moral reasoning of others (217). In this way, children's literature can provide children with social and moral development as the following aspects:

1. Children can imply something from the feelings and purposes of others
2. Children can see a situation from more than one perspective and be able to understand viewpoint of others.
3. Children can judge the appropriate behaviors and realize the possible results of particular behaviors.
4. Children can learn about others who differ from themselves and value this diversity.
5. Children can work in-group activities.
6. Children can select proper solutions to moral problems.

All theories are useful to understand moral development in young children. Then, the purpose of teaching social and moral development through the books is to make children become reasonable, and to understand the feelings and purposes of others.

However, the researcher uses the theory of Glazer and Kohlberg to analyze moral issue in Harry Potter and the Sorcerer's Stone.

## **RELATED RESEARCH**

In "The Phenomenal 'Harry Potter' books: A Cultural Study of Corporate Influence on Reading Instructional and Image-Making", Martha Young Ryhmes explored the possible relationship between J.K. Rowling's background and the content of Harry Potter. Textual analyses were used to analyze the content of the four Harry Potter books for gender, race and class issues and how they are related to the author's cultural, economical and socio-political background. The researcher concluded that children's book content has an influence on a child reader's self images and others when considering issues of gender, race and class.

In "Imagination at Work: Improving Adult Literacy with the 'Harry Potter' Novels", Joanne Tucker Bamdas studied a problem of adult literacy and an effort to solve the problem by using children's and adolescents' literature. The researcher reviewed literature on literacy, children's literature theory, and criticism of public intellectual media. Then, she analyzed Harry Potter books by using Martha Nussbaum's idea of narrative imagination.

She found that adults can learn to read and build self-esteem from familiarity with the storytelling tradition, language and common life issues. She discussed that children's literature can improve imagination and cultivation of humanity.

In "Effective Teaching Strategies to Promote Reading among Homeless Children", Annette S. Erbes investigated different attitudes and perspectives of homeless children on reading and the stages of reading development. She observed how their attitudes and perceptions would change while they were reading Harry Potter and the Sorcerer's Stone. The findings showed that many children changed their attitudes about reading only when they changed their perceptions as readers.

In Thailand, two selected theses were found related to this study. The first one is the thesis of Parichat Sukhonphanich. She studied "Harry Potter: Literature for Reading Habit Development". The content of Harry Potter and signs were analyzed in the ways they influenced on readers' reading habit and attitudes. The study used two sources of information, Harry Potter book one to four, and 601 responding letters from readers. The researcher concluded that the content of Harry Potter contained reality and fantasy, which attracted the interest of readers, especially the character and the adventures of Harry Potter. Readers could easily interpret meaning of sign, goodness and badness related to

the reality of life. Harry Potter had influence on love-reading habit improvement of the readers. Most readers had positive attitude toward reading Harry Potter in terms of benefit of reading and the quality of the literature.

Pornphimon Phalayotha studied “An Analysis of Elements of Fiction in Harry Potter and the Philosopher’s Stones by Joanne K. Rowling”. She analyzed the elements of fiction; plot, setting, characters, writing style, theme and the elements of fantasy, which made the novel successful. She found that the plot of the novel was complex but it was easy to understand and to reach to the fantasy world. The main theme of good against evil that taught moral was an important element of successful children’s literature. It could be summarized that all elements of Harry Potter made the readers, both adults and children enjoy reading, and the novel became one of the most famous and popular children’s literatures of the world.

In summary, most researchers had positive thinking about Harry Potter. They focused on the benefit that both adults and children get after reading Harry Potter.

Harry Potter help children build up the habit of reading and widen their imagination.

Therefore, the researcher proposes to study morals in the content of Harry Potter and how it supports social and moral development in young children.

## CHAPTER 3

### AN ANALYSIS OF SOCIAL AND MORAL DEVELOPMENT IN HARRY

#### POTTER AND THE SORCERER'S STONE

Although some Christian Fundamentalists condemn and ban Harry Potter books for promoting witchcraft, others have positive attitude toward reading Harry Potter. J.K. Rowling aims to write Harry Potter series to reflect society which is based on morality between good and bad. In Harry Potter and the Sorcerer's Stone, children will learn social and moral development through the characteristics of the main characters as the following.

#### **HARRY POTTER**

Harry Potter is the protagonist of the story. He is the only child of James and Lily Potter. Harry has bright green eyes like his mother and untidy jet-black hair like his father. He also has a lightening bolt scar on his forehead that was left by the curse of Voldemort. When Harry was a baby, Voldemort killed his parents. Lily, his mother, sacrificed herself to protect Harry, and it caused Voldemort to lose his power. From this incident, Harry is

called a celebrity-- “the boy who lived” because he is the only person who survives from the dark Lord Voldemort.

After the death of his parents, Professor Dumbledore, Professor McGonagall and Hagrid bring the baby Harry to the only family he has left in the Muggle World, the Dursleys. His aunt and uncle, Mr. Vernon and Mrs. Petunia Dursleys bring up Harry. During his first ten years, Harry is neglected and disdained by the Dursleys, including their son, Dudley. When Harry grows up, he is a timid boy and never knows about his magical ability. The Dursleys try to keep Harry away from the wizarding world until his eleventh birthday. His suffering life is ended when he attends Hogwarts School.

From the description above, it is clearly seen that the plot of Harry Potter and the Sorcerer’s Stone is clearly described and simple. Rowling begins the story in the real human world and then moves it to the wizard world. Children can experience a simple life of an orphan—Harry Potter, who is not well treated by his uncle and aunt, and later he finds that he is a wizard. Children see that Harry fights with dark Lord Voldemort, and he is saved, and becomes the hero at the end of the story. According to David Russell in Literature for Children: A Short Introduction, the most common genre of fantasy story is the idea that a child in a story can be removed to another world. It provides children with an

experience to dream and explore the actual world and the world of imagination, both of which help them develop their imagination. Moreover, children can develop the ways of thinking about other ways of living, other ways the world might have been, or perhaps other world might become (Phalayotha 15). Like Harry, a child can discover many interesting things in the wizard world, such as Hogwart School, Diagon Alley and Quidditch. Besides, Harry's adventure can help children to imagine and explore the other world; they can identify with Harry and share the fun and excitement as if they experience the adventures themselves with Harry while reading along.

In the nineteenth century, the theme of children's literature is usually about imagination and wonder, right and wrong or good and evil that is particularly written as a didactic theme for children (Phalayotha 20). According to Julia Eccleshare in A Guide to the Harry Potter Novels, the theme of Harry Potter and the Sorcerer's Stone is a battle between good and evil. Harry represents the forces of enlightenment, while Voldemort represents a dark world of torture, particularly mental torture, and oppression (Eccleshare 73). In the story, Voldemort is such a frightening character that everyone in the wizard world does not want to call his name, except Dumbledore and Harry. Voldemort tries to kill

Harry as he killed his parents before. However, he does not succeed and is defeated by Harry finally.

From the theme of good against evil, children can see that good always defeats evil. Children learn that Harry can defeat Voldemort because of the power of love of his mother and the friendship from their friends.

The power of love of Harry's mother is an important thing that helps Harry overcome Voldemort. In children's literature, the only thing that destroys evil is love. The death of Harry's mother represents love and devotion of mother to son. Love is the best thing to protect Harry from danger and evil like Lord Voldemort, who never knows what is love. The death of Harry's mother causes great power to protect Harry from Voldemort. For this reason, Voldemort, who is evil, cannot touch Harry and is destroyed by this power.

Another thing that helps Harry to defeat Voldemort is friendship. Ron and Hermione try to help Harry fight with evil, the dark Lord Voldemort. Ron sacrifices himself and Hermione uses her knowledge to help Harry save the Sorcerer's Stone. Children can see that friendship that Harry receives from his friends, Ron and Hermione, is an important thing to help him overcome Lord Voldemort.

Although Harry is a famous wizard, he never boasts himself to other people and never expects any praise. Professor Dumbledore knows that Harry is unlike Voldemort because he does not wish to use his power to fulfill his ambition. Harry tries to save the Sorcerer's Stone but he does not want to use it. He just wants to protect the stone so that it will not get into the hands of the wrong person. The simplicity of his desire makes him a hero.

Harry's characteristic as presented in Harry Potter and the Sorcerer's Stone is like a model and children can learn from Harry's bravery and courage. Children see that Harry fights with the dark Lord Voldemort who has much more power than he has. Finally, Harry can defeat Voldemort because of his bravery and courage. Harry has bravery inside himself. He is not frightened to fight the dark Lord Voldemort, who is very powerful. He fights Lord Voldemort courageously as readers can see in the scene that Harry is facing Voldemort who haunted in Quirrell's body. Voldemort tries to persuade Harry to join him and forces Harry to give him the Sorcerer's Stone, "Don't be a fool, better save your own life and join me...or you'll meet the same end as your parents...They died begging me for mercy.." Harry says no and fights Quirell even though he gets a lot of pain. From this scene, children learn that the most important characteristic of hero is bravery and courage.

Children learn from Harry that courage can control their fear when they have to face danger, pain and opposition. They can see that courage is another good value for a person to have in order that he can solve problems.

According to Joan I. Glazer in Literature for Young Children, children can learn from literature how other people handle their problems and understand other people's feelings. For readers, Harry is a good sample of physical and emotional development (Eccleshare 49). Rowling creates Harry's character as human characteristic. Harry is just a boy who has feeling like other human beings. He has the feelings of love and hate. That means Harry loves some of his friends and hates the others. He does not like Malfoy because of his prejudice toward friends. Harry likes Ron and chooses to be friend with him even though Ron is a poor boy. It can be seen that Harry does not judge a friend from class, but he judges a friend from behavior.

From Harry's friend concept, children learn that friendship does not come from the class, but a true friend will help his/her friend. According to Glazer, friendship is important for children because they can learn about others who differ from themselves and value this diversity. From Harry and Ron, children learn the value of diversity and friendship. Harry thinks that there is nothing wrong about Ron for being poor. When Harry lives with the

Dursleys, he has no money, wears Dudley's old clothes and never has a birthday present.

Therefore, friendship for Harry is the one who helps each other. Harry does not measure a friend from money or class, so he chooses to be friend with Ron, not Malfoy. Taking Harry as their model, children want to identify themselves with Harry and follow their hero in social contact with friends. They learn that they cannot judge a person from class and wealth, but from their good nature and friendship.

In addition, Harry also has a good heart and is a moral person. It can be seen that Harry is a helpful person because he always helps inferior people. For example, he helps Neville to get the Remembrall back from Malfoy because he does not like unfair behavior. He helps Hagrid and his dragon because he sees that Hagrid is a good person. Harry also saves Hermione from troll even though he is in a risk position for punishment. Therefore, Harry receives friendship from his friends and he can overcome his loneliness at his early life. The most important thing is friendship helps Harry to defeat the dark Lord Voldemort.

From all the description above, it can be concluded that Harry is a good sample of being a hero. Harry can defeat Lord Voldemort because he is brave and he has more human feeling than his enemy. In children's literature, children tend to imitate their hero's thought and action automatically and unconsciously (Phalayotha 18). Therefore, children

learn moral lessons from Harry about bravery and friendship. From Harry, children see that bravery is not only the way to fight the enemy, but it is the way to fight for unfair action and to protect their friends. According to Lawrence Kohlberg's theory of social and moral development in young children, the post conventional level happens when children begin to make rational, independent judgment on their own personal consideration. Harry's character relates to moral reason at stage six, universal or ethical principle orientation. It means that children live by chosen ethical principles in order to protect common good.

From Harry, children see that he can make his own judgment about his friends. The readers also learn that Harry has a good heart and he is willing to sacrifice himself to help other people from danger. Therefore, children learn that people admire those who make self-sacrifice to protect inferior people. Similarly Harry, who sacrifices himself to protect people from the evil, is praised by his teachers and friends because of his bravery and self-sacrifice.

## **RONALD WEASLEY**

Ron is Harry's close friend. He was born to Arthur Weasley and Molly Weasley.

Ron is the sixth of seven children and the youngest son. He has five older brothers, Bill,

Charlie, Percy, twins Fred and George; and a youngest sister, Ginny. The Weasley family is an old pureblood wizard and poor. They have red hair and freckles. Ron's father, Arthur Weasley, works as the head of Misuse of Muggle Artifacts Office of the Ministry of Magic. Molly Weasley, Ron's mother, is a witch housewife who does the housework and takes care of her seven children and her husband.

Despite the poverty of the Weasleys, Ron is depressed by using the second hand things from his brothers, for example, a second hand robes, a second hand wand and a second hand rat because his parents cannot afford to give him new ones. Moreover, Ron is looked down by his friends, especially, Malfoy, Crabbe and Goyle for his poverty. On the train to Hogwarts, Malfoy introduces himself, Crabbe and Goyle to Harry. Ron laughs at his name, so Malfoy says, "Think my name's funny, do you? No need to ask who you are. My father told me all the Weasleys have red hair, freckles and more children than they can afford." (81) Malfoy also says that Harry should not be friend with Ron because of his poverty, but Harry says, "I think I can tell who the wrong sort are for myself, thanks." (81) Harry chooses to be friend with Ron because he does not judge a friend from his class, but true friend for Harry is a person who helps each other.

In addition, Ron also suffers from the perfect thing that his brothers had already done in Hogwarts. When Ron meets Harry for the first time on the train to Hogwarts, Harry asks Ron about his family. Ron is quite gloomy and begins to talk about his big family. He has five brothers and one sister. All of his brothers study in Hogwarts and are known for their reputation. Bill was a head boy and Charlie was a captain of Quidditch. Now Percy is a prefect and the twin, Fred and George, are popular among their friends. Ron is expected to do the same thing as his brothers.

Since Ron's older brothers have their own ability in different ways. Ron feels unvalued and has a strong desire to be successful like his brothers. While Ron is looking into the Mirror of Erised, he sees himself being a head boy and captain of the Quidditch team (155). The vision that Ron sees in the Mirror can fulfill his dream. However, the two older brothers, Charlie and Bill are not mentioned as much as the youngest sister, Ginny. We only know that Charlie is studying dragons in Romania, Bill works for Gringotts, wizards' bank in Africa and Ginny is too young to go to Hogwarts (80).

However, Ron also gains knowledge and experience from his brothers. For example, Ron has received previous knowledge about Hogwarts from his older brothers. Ron tells Harry about Dumbledore, the wizard sweets and the Quidditch. Besides,

Ron's older brother—Percy, Fred and George-- expect him to be in the same house—Griffindor, and they support each other. The relationship of siblings makes Ron sacrifice and help other people. Therefore, Rowling uses the relationship of siblings as a purpose to pass on knowledge. Older siblings can pass knowledge about what happens in a school to younger siblings. From the relationship of siblings, children learn to develop their behavior and mind. The advantage of having brothers and sisters in a family enables children to gain knowledge and experience from their siblings. Besides, children learn the differences among their siblings and see diversity among other people. Therefore, children will learn to share and help other people.

Although the Weasley family is a large and poor, it is a warm family. The Weasleys' home is full of love. Father and mother take good care of their children and the family members have good relationship. The family activities involve the gathering of all members. They share and care for one another. The twins, Fred and George, always make jokes about Percy who is the prefect and who always polishes his prefect's badge shiny. In Harry Potter and the Sorcerer's Stone, in the scene of taking the train to Hogwarts, Percy says that he will be at the front of the train where the prefects have two reserved compartments. Fred and George make a joke with Percy by pretending not to

know that Percy is a prefect, but Mrs. Weasley provides Percy the new robes for his prefect position (72).

The twins, Fred and George also make a joke with Ron. When Mrs. Weasley tries to rub black mark on Ron's nose, one of the twins says, "Aaah, has ickle Ronnie got somefink on his noise." (72) Mrs. Weasley is quite worried about Ron because this is the first year at Hogwarts School. Therefore, Mrs. Weasley wants the twins, Fred and George, to behave well and look after Ron when they are at School. "Don't worry, ickle Ronniekins is safe with us" said the twins. (73) Although Fred and George always make a joke with their brothers, they love and care for one another. When Ginny, the youngest sister, begins to cry, they say, "Don't, Ginny, we'll send you loads of owls and we'll send you a Hogwarts toilet seat." (73)

From the Weasley family, children learn that family relationship is more important than money. According to Julia Eccleshare in A Guide to the Harry Potter Novels, Rowling recognizes that children need to be able to draw on emotional strength to grow up and develop. Therefore, she provides the Weasleys as a good example of the family relationship and raising children. Although the Weasleys is poor, all of the family members love and take care of each other. Mr. and Mrs. Weasley look after their seven children

since they were young. The Weasleys bring up their children by giving love and warmth and try to teach them to be good people. When they grow up, they are good citizens and succeed in their lives. For example, Charlie and Bill get good jobs, Percy is a good student and becomes a prefect. Fred and George are popular among their friends because of their funny characteristics.

According to Lawrence Kohlberg in Literature for Young Children, children at the conventional level begin to value the family, group and community. Ron sometimes suffers from the poverty of his family, but he realizes the family value by obeying his parents.

Ron's family background is very important to make him a good person. Love and warmth that Ron receives from his family support his emotional strength. Harry also absorbs Mrs. Weasley's motherhood to fulfill his lost family. From Ron, children learn to value their family. Loving care and warmth that parents give to children helping them develop their behaviors and attitudes. Generally, children learn to behave to others by observing how their parents behave toward them. If their parents express love and care towards them, they tend to do the same things to others.

Although Ron is an ordinary boy and does not have special ability as his brothers, he plays significant role in Harry's adventures. For example, in the scene of Wizard's

Chess, Harry, Ron and Hermione have to save the Sorcerer's Stone from Voldemort in order to stop him from the resurrection. They have to play a Wizard's Chess to enter the next door, but none of them can play chess except Ron. In this game, his talent can help Harry and Hermione to go further to save the stone. During the game, Ron plays as a knight and sacrifices himself to be captured and taken off the chessboard, he said, 'That's chess!' snapped Ron. 'You've got to make some sacrifice! I take one step forward and she'll take me—that leaves you free to checkmate the king, Harry!' (p. 205). Finally, all of them can survive and save the stone.

According to Glazer, children develop their ability in moral reasoning through consideration of moral problems and through contact with the moral reasoning of others. In this way, children can select proper solution to moral problems. In the game of chess, Ron can save himself and let Harry and Hermione die because he is the only one who knows how to play the chess. However, he realizes that Harry is more important and more powerful than him. Therefore, he chooses to sacrifice himself to help Harry and Hermione. The sacrifice of Ron is an important part in the task to save the Sorcerer's Stone and he is praised by Dumbledore and his friends. At the Leaving Feast, Dumbledore gives Ron fifty points to Gryffindor for the best- played game of chess Hogwarts has seen in many years

(p.221) and Percy, Ron's brother is very proud of him. More important, the sacrifice of Ron is still in the mind of Harry and Hermione.

From the sacrifice of Ron, children learn that sacrifice is a great moral to have practice. Children can see that sacrifice is a difficult thing to do because they have to choose between themselves and other people. According to Kohlberg's theory, in the post conventional level, children's moral development goes further than concerning authority. It means that children develop their ability in moral reasoning through consideration of social needs. From Ron, children learn to accept themselves, so they see the differences among other people. Children can see that Ron chooses to sacrifice himself to help Harry and Hermione because he knows that he is not good at magic like his friends. Children realize that each of them has his own special ability. Then children can consider and select which one is more important than the other one. Like Ron, he knows that Harry is the right person to protect the Sorcerer's Stone, so he sacrifices himself to help Harry.

Moreover, children will learn from the sacrifice of Ron that doing good deed is rewarded. Ron is praised by Dumbledore for being sacrificial. He is also praised by his friends as an important person to help Harry save the Sorcerer's Stone. According to Glazer, children observe how behaviors are performed in each situation. If children see

that completing a task is praised, they learn that it is an acceptable behavior that will be rewarded. From Ron, children learn that a person who does good deeds will receive good thing. Then children realize that doing good deed is a behavior that will be rewarded. This can help children want to do good deed and develop their behavior and mind in a good way.

## **HERMIONE GRANGER**

Hermione Granger is a close friend of Harry Potter and Ron Weasley. She is the daughter of Mr. and Mrs. Granger; both of them are muggles (non- magical) dentists. According to Rowling, “they are a bit bemused by their odd daughter, but quite proud of her all the same.” She has a bossy sort of voice, lots of bushy brown hair and rather large front teeth (79). Hermione first appears in Harry Potter and the Sorcerer’s Stone during the train trip to Hogwarts. When she meets Harry and Ron for the first time, she tries to show that she knows everything in the magical world and Hogwarts. As she introduces herself, “I’ve tried a few simple spells just for practice and it’s all worked for me....I’ve learnt all our set books off by heart, of course, I just hope it will be enough.” (79) Besides, Hermione also knows all about Harry, as she says, “I got a few extra books for background reading,

and you're in Modern Magical History and The Rise and Fall of the Dark Arts and Great Wizarding Events of the Twentieth Century...I have found out everything I could if it was me." (79)

Harry and Ron do not like her at first because she is endlessly annoying, bossy and fussy. However, Hermione is a very diligent student. She is the best student in the first year. She always studies hard and finishes homework assignments in advance. For example, she hands in four feet seven inches of parchment when she was only asked for three. She also carries out research and prepares the lesson before class. The excessive studying and the desire to be the best at everything of Hermione reflect her feeling of inferiority because she comes from a Muggle family. Her parents are muggles or non magical people. Both of them are dentists and they never know about the magic world. Therefore, Hermione must try to know everything by reading because she believes that she can learn everything from the books. Hermione's fear of failure causes her to panic when a final exam is coming. Anyway, she always gets the best marks, as she scores 112 percent on her final exam in the subject of Professor Flitwick. Therefore, Harry, Ron and Neville need her help for their homework and examination. For example, Hermione always helps Neville by answering all questions in Potions class of Professor Snape.

From the description above, Hermione's character relates to Lawrence Kohlberg's theory of moral development in young children. In stage three, interpersonal concordance orientation, children realize what good boys or good girls do. From Hermione, children learn what a good student should do. Hermione reads many books for her background about the magical world before she goes to Hogwarts. Children learn that they should prepare themselves by reading books, including special kinds of books which provide them general background before going to school. When Hermione is in Hogwarts, she studies very hard to be the best student. Children see that, in order to be a good student, they have to study hard, do all homework assignments, never miss the class and prepare the lessons before time.

Although Hermione is the brightest first year student in Hogwarts, her annoying personality causes other students to dislike her and always tease her for her looks. She is a bossy girl who always tells everyone not doing everything against the school rules. Ron used to tease her about not having any friends. Hermione feels terribly hurt and she cries alone in a girls' bathroom. Unfortunately, Professor Quirrell lets a mountain troll into Hogwarts, and it goes to the same bathroom. Harry and Ron can save Hermione from the monster, and Ron is guilty about being impolite to her.

When Harry, Ron and Hermione are found by Professor McGonagall, Snape and Quirell, Hermione suddenly tells a lie about why she was in the bathroom. She says that she tries to find the troll by herself because she thinks that she can defeat it by her knowledge. Therefore, Hermione can help Harry and Ron from punishment and makes the two boys surprised about her lying. This is the first time that Hermione breaks the rules to help her friends. Harry and Ron become friends with Hermione, as presented in the book, "There are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them." (132) Hermione appreciates Harry and Ron's help, so she tells a lie to the teacher in order to protect them from punishment. Then Hermione becomes friend with Harry and Ron. Therefore, children learn that friendship can occur from helping each other.

Hermione's behavior relates to Kohlberg's child development theory at stage three, interpersonal concordance orientation. At this stage, children know that right is determined by what good girls and good boys do. From Hermione, children learn what a good friend should do. Good friends should do the right thing for their friends. Hermione decides to help her friends from punishment rather than obey the rules because Harry and Ron save

her from the troll. Children learn that they should do something for their friends in order to reward them.

According to Joan I. Glazer in Literature for Young Children, some ethical decisions are difficult because of the conflict between two choices both of which seem to represent morality. This can be seen in the scene that Hermione has to choose between telling a lie to her teachers and helping Harry and Ron. The behavior of Hermione reflects the value of friendship. Hermione has to make a decision in choosing between the rules and her friends. At last, she tells a lie to help Harry and Ron. From Hermione, children learn to make the decision about moral questions. In fact, children learn a lot of things unconsciously. These moral values help form their later characteristics on top of the entertaining purpose which is the primary aim for in children's literature.

In addition, Hermione plays an important role in Harry's adventures. For example, she helps Harry to solve the mystery of the Sorcerer's Stone. Although she does not believe that someone is trying to steal the stone, she decides to join Harry and Ron to save the stone. She breaks the rules again when she uses the spell 'Body Bind' to stop Neville fighting with them (p.198). After Harry and Hermione pass the Wizard Chess to the next door, they are in the room where they must identify the right two potions in order to pass

the room or go back to the way they came. There are some bottles containing poison which they have to choose. Hermione's intellectual talents can help Harry to select the right bottle. She has a logic sense of the riddle that impressed Harry.

From this scene, children see that Hermione's knowledge is an important key to help Harry protect the Sorcerer's Stone and help her friends from danger. From Hermione, children learn that studying and having the knowledge are very important in our daily life.

When we are in a difficult situation, we can use our knowledge to solve the problems.

Therefore, Hermione's attitude toward studying is a good sample for children. Children realize that they should read all kinds of books in order to gain knowledge. Moreover, children can learn from Hermione that learning from experience is as valuable as reading books. Through her adventure with Ron and Harry, Hermione realizes that friendship and bravery are more important than books and intelligence.

## **DRACO MALFOY**

Draco Malfoy is a pale boy who has pointed face, cold grey eyes and white-blond hair. He was born to Lucius Malfoy and Narcissa Black Malfoy. Malfoy is the only child, so he is spoiled, arrogant and selfish. In Harry Potter and the Sorcerer's Stone, Malfoy meets

Harry the first time at Madam Malkin's Robes for All Occasions while he was trying for his uniform. He tries to make friend with Harry by presenting that his family is rich and his parents can afford him everything. It can be seen from the way Malfoy asks Lucius, his father, to buy him a new racing broom, "I'm going to drag them off to look at racing brooms. I don't see why first-years can't have their own. I think I'll bully father into getting me one and I'll smuggle it in somehow". (60) Malfoy's words remind Harry of Dudley Dursley—his spoiled cousin.

Malfoy was born in an old wizard family. The Malfoy family is wealthy. They have high social status, and they hire servants to do the housework. All members of the Malfoy family are in the Slytherin House. Lucius Malfoy, his father, holds the prestigious position of Standing Officer of the Ministry of Magic. Malfoy is very proud of his father. Therefore, Malfoy thinks that he is better than any other student at Hogwarts because his father has a lot of money and has a high position in the wizard world.

This can be seen in the scene that Malfoy shows his attitude about the wizard society to Harry. He suggests that Harry should have a proper friend when he sees Harry with Ron, "You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there". (81)

Although Ron comes from a wizard family like Malfoy, Malfoy dislikes Ron because of his poverty. He looks down the Weasley family for having many children and cannot afford them. Malfoy hopes that his insulting at Ron will turn Harry to be friend with him. However, Harry refuses Malfoy's offer because he does not like Malfoy's attitude towards other people.

In addition, the Malfoy family is very serious about the importance of pure blood. Therefore, Malfoy is taught to be proud of their pure blood family. He strongly believes that all Muggle born or Mudblood should be cleaned out of Hogwarts. It can be seen from the conversation between Malfoy and Harry when they meet the first time in Diagon Alley. Malfoy firstly asks Harry whether his parents are pure blood, "But they were our kind, weren't they?" and Harry replies, "They were a witch and a wizard, if that's what you mean" (p. 61). However, Harry's mother is a Muggle-born witch because she was born in a Muggle family. Therefore, Harry is a mixed-blood wizard. However, his reputation makes him special. Harry is well known in the wizard world as "the Boy Who Lived" because he survives from Voldemort. Voldemort almost loses his life when he tries to kill Harry and leaves him a lightning bolt scar. Then Malfoy wants to be friend with Harry. He also

shows his opinion about 'the other sort' or mix-blood wizard should not be admitted into Hogwarts,

"I really don't think they should let the other sort in, do you? They're just not the same; they've never been brought up to know our ways. Some of them have never even heard of Hogwarts until they get the letter, imagine. I think they should keep it in the old wizarding families". (61)

From the description above, it is clearly seen that Malfoy's behavior represents the idea of differences of class and race. According to Julia Eccleshare in A Guide to the Harry Potter Novels, most of the children's books in the late twentieth century reflect social realism. Writing for children presents real aspects of society in order to teach children moral issues as well as develop their imagination. In Harry Potter and the Sorcerer's Stone, Rowling develops the theme of the importance of pure blood which reflects one of the most important social problems. Rowling creates the wizard hierarchies based on many things, including age, wealth and intelligence, but the most important one is the purity of breeding (Eccleshare 75).

It can be seen that the Malfoy family is a pure blood wizard family. They have wealth and local power. They are very strict on old rules of wizard, so they do not accept

mixed blood witches and wizards and Muggles. Therefore, the family background of Malfoy

influences his attitude and behavior. According to Joan I. Glazer in Literature for Young

Children, children are influenced by observing adults interacting with people of varying

ethnic and national backgrounds. Parents who refuse people who differ from them

influence their children to refuse people of different race, religion, or nationalities. For

example, Malfoy, influenced by his parents, looks down on people, who are inferior to him.

Malfoy is very proud of his pure blood family because he is taught by his parents.

Therefore, he does not like a mixed blood witch or wizard as he calls them 'the other sort'

or mixed blood wizard. He thinks that the mixed blood wizard should not be allowed to

study in Hogwarts because they are not brought up in the wizard way and some of them

never know about Hogwarts until they come to school.

It is clearly seen that Malfoy's attitude about pure blood reflects racial

discrimination. Rowling tries to present the problem of race through the character of

Malfoy. Readers can see that the difference of race is one of the most important social

issues. From Malfoy, children see that he judges people from race because he looks down

people who are not the pure blood wizard.

Moreover, Malfoy also looks down on people who have lower class than him. He observes that his father does not like poor people like the Weasley family. Therefore, he insults Ron for his poverty even though Ron is not a mixed blood wizard. For example, the Weasleys have red hair, freckle and wearing hand down cloth. Besides, Malfoy looks down on Hagrid, "I've heard of him. He's a sort of servant, isn't he?...I heard he's a sort of savage- lives in a hut in the school grounds and every now and then he gets drunk, tries to do magic and ends up setting fire to his bed" (60).

However, behind the wealth and power of the Malfoy family, they are suspected of being corrupted. As Ron tells Harry, "They were some of the first to come to our side after You-Know-Who disappeared. Said they'd been bewitched. My Dad doesn't believe it. He says Malfoy's father didn't need an excuse to go over to the Dark Side" (p. 82). Lucius Malfoy uses his social status to protect his family from the fact that they are on Voldemort's side.

Therefore, readers learn from Malfoy about his negative attitude towards differences of social status. Children learn to give value to people who differ from themselves because they follow the way their parents react to those who are different from them. Children should be taught that good or bad people are not judged by race and class.

Rich people are not always good and poor people are not always bad. Children should not look down on people who have different status and race from themselves, and they should not judge people from class and race, but they should judge people on the value of righteousness.

## CHAPTER 4

### CONCLUSION AND DISCUSSION

#### Conclusion

It is obvious that from Harry Potter and the Sorcerer's Stone, children can learn social and moral issues through the characteristics of characters as the following.

First, Harry Potter, the protagonist of the story, is a good sample of a hero.

Children can follow the good model of Harry such as his bravery, courage, and self-sacrifice. Harry is brave and sacrifices himself to fight Voldemort in order to protect people from danger. Children learn that courage can overcome fear. Whenever they face danger, pain and opposition, they should try to solve the problems consciously. Moreover, Harry has a simple and modest characteristic. Children can see that Harry never boasts that he is better than other people even though he is a famous wizard. Harry does not want any praise after he can protect the Sorcerer's Stone from Voldemort. Besides, children can see that Harry is a moral person. It is clearly seen that Harry is helpful because he always helps inferior persons, like Neville and Hagrid. Therefore, Harry receives friendship from his friends.

Second, Ron Weasley, a close friend of Harry, is a good example of sacrificing.

Ron chooses to sacrifice himself to help Harry and Hermione to save the Sorcerer's Stone.

Children can learn that making self sacrifice is doing a good deed that should be praised by

other people. Moreover, children can see that Ron's family background represents a happy

family. Although Ron's family is poor, his parents give him warmth and teach him to be a

good person. Rowling suggests that family background is an important part for supporting

behavior and emotional development in children. Therefore, children can learn to value

their family and obey their parents in order to be good people.

Third, Hermione Granger, a close friend of Harry and Ron, is a good example of

good students. Hermione reads many books, so she knows many things. She always

studies hard and finishes homework before time. She also gets the best marks in all

examinations. Children can learn that in order to be a good student, they have to study

hard, do all homework, never miss the class and prepare the lessons before class.

Moreover, Hermione uses her knowledge to save her friend from danger and helps Harry to

solve the riddle problem. Children learn that they will gain knowledge from reading and can

use it to help other people.

Lastly, Draco Malfoy, the antagonist of the story, is a bad example of insulting inferior people. Through the story, children can see that Malfoy always looks down on people who have different race and class from him. For example, he insults Ron for his poverty and calls the mixed blood wizard 'the other sort'. However, Malfoy and his family are not good because they are in the dark side like Voldemort. Therefore, children can learn that we should not judge people from race and class. They will see that rich people are not always good and poor people are not always bad.

It is clearly seen that throughout Harry Potter and the Sorcerer's Stone, J.K. Rowling tries to reflect the real aspect of society based on morality between good and bad. She creates the story of adventure not only to entertain, but also to teach morals to children. In fact, Rowling aims to write Harry Potter for children at the age of eight to fourteen years, however, many adults want to read and like Harry Potter as well.

In the story, Rowling makes her points about society's values strongly. (Eccleshare 73) She uses the theme of good against evil to teach children that good always defeats evil. Rowling also points out one of the most important social issues—racial discrimination in her writing. She uses the idea of differences of class and race to teach children about the value of the diversity. Besides, Rowling realizes the importance of family background to

child's physical and emotional development. She provides family relationships of the characters as good model for children to absorb family values. Children can learn social and moral issues through the attitude and behavior of the characters. Therefore, reading Harry Potter and the Sorcerer's Stone can support social and moral development in children and help the readers to perceive their real life clearly as well.

As Pornphimon Phalayotha points out, all elements of literature in Harry Potter, particularly the theme of good against evil, can teach morals to children. She concluded that Harry Potter and the Sorcerer's Stone is one of the best children's literatures that children should read.

Children's literature is usually written for children, it contains the theme of good against evil. However, children's literature is not only written for entertainment but also for understanding the way people act, think and try to solve problems. In addition, readers, especially children, can go beyond the text and develop their ability in consideration of moral problems.

Therefore, we should encourage children to love reading because books provide opportunities to support children's physical and emotional development. Especially, reading children's literature is useful for children because the content reflects the real aspect of

society. The attitude and behavior of the characters is a good model for children to follow in order to be a good boy or a good girl.

Moreover, parents and teachers can use children's literature to teach morals and support children's development. However, they should select literatures that are appropriate for each level of children's development. Then parents should read literature with their children because they can give their children a rich literary background.

### **Suggestions for Further Studies**

There are some interesting topics for further studies. There should be a further study on other children's literatures in order to investigate how they can support children's development such as supporting children's language, intellectual, personality, aesthetic values and creativity development, for example, J. R.R. Tolkien's The Lord of the Rings (1955), Lewis Carroll's Alice's Adventures in Wonderland (1865), Charles Dickens's Oliver Twist (1837), etc.

It will be useful to compare children's books to children's movies in order to analyze which one has more influence on children's attitude and behavior. It can be guidelines for teachers and parents to teach and support children's development.

In addition, it would be an advantage to analyze the elements of children's literature such as plot, theme, setting, characters and style of writing in order to help teachers and parents to select good books for children.

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