

**AN ANALYSIS OF DEFENSE MECHANISMS USED BY THE MAIN
CHARACTERS IN MARK TWAIN'S *THE ADVENTURES OF
HUCKLEBERRY FINN* AND *THE PRINCE AND THE PAUPER***

A THESIS

BY

WATCHARAPIPAT SIMMA

**Presented in partial fulfillment of the requirements for the
Master of Arts degree in English at Srinakharinwirot University**

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AN ABSTRACT

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This research was conducted to explore Mark Twain's Huckleberry Finn and Edward Tudor in *The Adventures of Huckleberry Finn* and *The Prince and the Pauper* in order to answer the following research questions: what were defense mechanisms used by two main characters? Why did the main characters use the defense mechanisms? How did defense mechanisms affect the characters' self adjustment? Louis Kaplan's concept of defense mechanisms was employed as a framework for analysis.

The study disclosed that both Huckleberry Finn and Edward Tudor used repression, suppression and rationalization because they had realistic and moral anxiety. Their anxiety was from family background and society. Their families did not fulfill their desires which brought them to have anxiety. Huck desired for parental love, safety and freedom while Edward desired for parental love, freedom and companion. In addition, the society wanted them to follow social norm which was against their desires. The society wanted Huck to be civilized while Huck himself wanted to be independent. Edward was expected to be a good king while he wanted to have simple life like other children. Therefore, they repressed their anxiety in order to live peacefully. Furthermore, Huck and Edward used suppression because they faced unavoidably threatening situations. Huck had to live in the Widow Douglas's house where he was forced to comply with social norm which was against his natural behaviors. Huck had conflict when he allowed the conmen to be on the raft during the journey although he did not want to. Edward was forced to travel with the outlaws. He was mocked and mistreated. Both Huck and Edward suppressed their anxiety in order to overcome these situations. Finally, Huck and Edward employed rationalization when they had conflicts, and they had to make a decision. Huck provided plausible reasons when he decided to help Jim to reach freedom. Edward provided plausible reasons when he had to live simple life, made friend with the calf and did housework. Both Huck and Edward's rationalization helped them overcome their anxiety.

The study revealed that Huck and Edward's defense mechanisms were related to their self adjustment. Both Huck and Edward had satisfactory adjustment. They could live peacefully in the society because defense mechanisms helped reduce their anxiety. The two characters felt better and more relaxed. Importantly, defense mechanisms led the characters to experience new things and new people and helped Huck and Edward to reach their maturity.

การวิเคราะห์กลวิธีการป้องกันตัวเองของตัวละครเอกในนวนิยายของ Mark Twain
เรื่อง *The Adventures of Huckleberry Finn* และ *The Prince and the Pauper*

บทคัดย่อ
โดย
วัชรพิพัฒน์ สิมมา

เสนอต่อบัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต วิชาเอกภาษาอังกฤษ
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Twain เรื่อง *The Adventures of Huckleberry Finn* และ *The Prince and the*

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ปรินญานิพนธ์นี้ศึกษา Huckleberry Finn และ Edward Tudor ในนวนิยายของ Mark Twain เรื่อง *The Adventures of Huckleberry Finn* และ *The Prince and the Pauper* เพื่อตอบคำถามงานวิจัยว่า ตัวละครทั้งสองใช้กลวิธีใดในการป้องกันตนเอง เหตุใดตัวละครทั้งสองใช้กลวิธีการป้องกันตัวเอง และกลวิธีนี้มีผลต่อการปรับตัวของตัวละครทั้งสองอย่างไร การศึกษานี้ใช้แนวคิดเรื่องกลวิธีการป้องกันตัวเองของ Louis Kaplan

จากการศึกษาพบว่าตัวละครทั้งสองตัวใช้กลวิธีการป้องกันตัวเองเหมือนกัน คือ การเก็บกด การข่มใจ และการให้เหตุผล ตัวละครทั้งสองใช้กลวิธีการป้องกันตัวเองเนื่องจากเกิดความวิตกกังวลเกี่ยวกับสภาพแวดล้อมและจริยธรรม ซึ่งมีสาเหตุมาจากปัญหาครอบครัวและสังคม ครอบครัวไม่สามารถเติมเต็มความต้องการของตัวละครทั้งสอง จึงทำให้เกิดความวิตกกังวล กล่าวคือ Huck ต้องการความรัก ความปลอดภัยและอิสรภาพ ส่วน Edward ต้องการความรัก อิสรภาพและเพื่อน นอกจากนี้สังคมต้องการให้ Huck และ Edward ปฏิบัติตามบรรทัดฐานทางสังคม ซึ่งขัดต่อความต้องการของตัวละครทั้งสอง กล่าวคือ สังคมต้องการให้ Huck เป็นคนมีวัฒนธรรม แต่ Huck ต้องการเป็นอิสระ สังคมคาดหวังให้ Edward เป็นกษัตริย์ที่ดี แต่ Edward ต้องการใช้ชีวิตเหมือนเด็กทั่วไป ด้วยเหตุนี้ตัวละครทั้งสองจึงเกิดความวิตกกังวลและเก็บกดความวิตกกังวลไว้เพื่อให้สามารถอยู่ในสังคมได้อย่างสงบ นอกจากนี้ตัวละครทั้งสองใช้กลวิธีการข่มใจเนื่องจากตัวละครทั้งสองต้องเผชิญกับสถานการณ์ที่ไม่สามารถหลีกเลี่ยงได้ กล่าวคือ Huck ต้องอาศัยอยู่ในบ้านของ Widow Douglas และถูกบังคับให้ปฏิบัติตามบรรทัดฐานทางสังคมอันขัดต่อพฤติกรรมตามธรรมชาติของตนเอง นอกจากนี้ Huck เกิดความขัดแย้งเมื่อจำยอมให้คนหลอกหลวงสองคนร่วมเดินทางไปด้วย ส่วน Edward ถูกบังคับให้ร่วมเดินทางไปกับพวกนอกกฎหมาย ระหว่างทาง Edward ถูกล้อเลียนและทรมาน ตัวละครทั้งสองได้รับความทุกข์และวิตกกังวล จึงเรียนรู้ใช้กลวิธีการข่มใจข่มความวิตกกังวลไว้เพื่อให้สามารถผ่านพ้นสถานการณ์ที่เลวร้ายนั้นได้ นอกจากนี้ ตัวละครทั้งสองใช้กลวิธีการให้เหตุผลเมื่อเกิดความขัดแย้งในสภาวะที่ต้องตัดสินใจ Huck ให้เหตุผลเข้าข้างตนเองเมื่อเขาตัดสินใจช่วย Jim ให้ได้รับอิสรภาพ ส่วน Edward ให้เหตุผลเข้าข้างตนเองเมื่อต้องใช้ชีวิตเยี่ยงสามัญชน ยอมรับลูกวัวเป็นเพื่อนและต้องทำงานบ้าน การให้เหตุผลเข้าข้างตนเองทำให้ตัวละครทั้งสองสามารถเอาชนะความวิตกกังวล

การศึกษานี้ยังแสดงให้เห็นว่าการใช้กลวิธีการป้องกันตัวเองมีผลต่อการปรับตัวของตัวละครทั้งสอง Huck และ Edward มีการปรับตัวที่ดี สามารถใช้ชีวิตในสังคมได้เพราะกลวิธีการป้องกันตัวเองช่วยลดความวิตกกังวลของตัวละครทั้งสอง กลวิธีการป้องกันตัวเองทำให้ตัวละครรู้สึกดีขึ้นและผ่อนคลายมากขึ้น ที่สำคัญ การใช้กลวิธีการป้องกันตัวเองช่วยให้ตัวละครมีโอกาสรู้สึกคนและประสบการณ์ใหม่ซึ่งช่วยให้ Huck และ Edward พัฒนาอย่างมีคุณภาพและอยู่รอดในสังคมได้อย่างมีความสุข

The thesis titled

“An Analysis of Defense Mechanisms Used by the Main Characters in Mark Twain’s
The Adventures of Huckleberry Finn and *The Prince and the Pauper*”

by

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

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CHAPTER 1

INTRODUCTION

Background

In general, almost all people want to be happy and lead a pleasant and comfortable way of life all of their lives. However, not all of them can be happy all the time, so they will find some ways to make their lives better. Intira La-Amporn mentions that if one feels disappointed or frustrated, one must automatically find a way to relax and release unpleasant feelings or undesirable emotions (1). Living in a society, the way that one can reach pleasant feelings or happiness may vary due to individual perspectives. It is obvious that an individual has different concepts of happiness or pleasant feelings. People from different backgrounds or experiences have their own ways of adjustment when they face difficulties. At present, people live in the society that can easily cause unpleasant feelings or undesirable emotions. Apparently, not everybody can succeed in everything. Besides, the way of life of each people has changed a lot from the past. At present, the industrial revolution and advancement in technology have come to dominate some people's lives. In Thailand, many changes happen as a result of fast growing industry and technology. The Thai way of life as an agricultural community has changed to an industrial society. People tend not to care much about other people but themselves. Working has become more competitive. The changes of society have led its citizens into many problems such as pollution and social problems.

Both adults and children may encounter problems and undesirable feelings. Like ordinary people, when they encounter problems or unpleasant situations, children or young adults will find some ways to avoid them. Therefore, they need to have some mechanisms for self-adjustment in order to live happily in the society.

Since children are members of a society, it is important to understand children's behaviors. Somehow, children develop their personality through the interaction with the environment where they are nurtured. This means the way a child acts carries his/her purposes. If their desires are properly responded by adults, they will be able to develop a proper behavior which is important for personality. According to Don C. Dinkmeyer, the understanding of a child behavior is necessary for adults in order to help them develop a good personality.

The child through his actions reveals his goals, needs, and purposes. Adults need to understand how the child views life and to recognize that a considerable amount of his personality is formulated on the basis of how he perceived the world. Even though some of his personalities may be based on faulty assumptions, they, nonetheless, determine his interaction with others (329).

The misinterpretations of children's personality can cause misunderstanding among adults and children. Thus, the study of children's personality is necessary. It encourages better understanding among children and adults. There are many ways to study children's personality, among them is to study how children deal with unpleasant feelings or undesirable situations. As a normal person, a child has to find some devices of defense mechanisms in order to defend against such a difficult feeling. A direct study is to observe children's personality. Another way is to study through children characters in literature.

As life goes on in the real world, there are some groups of people who witness changes in the society. Among these people are writers who produce literary works. Literature expresses an imagination of writers through string of words. Nares Surasith suggests that literature has two main purposes: to teach about life and to give pleasure (Surasith, 2).

Giving pleasure can be common for literature because readers can appreciate it through words that the writers have chosen to express their ideas. However, an idea about life is important. Sometimes it appears easy to understand, but sometimes readers have to analyze the text carefully. As it is said, literature is a mirror reflecting life. It is the writers' duty to set realistic plots, characters and conflicts. In terms of art, literature is said to be a pure art since it comes from the writers' points of view in order to share and reflect their ideas upon life in a particular time and society to readers (Surasith 2). The writers express their ideas and portray social situations in their writing. Novel is a kind of literature that many writers like to portray facts about life and express their thoughts.

When reading novels, readers gain not only pleasure but also knowledge of life. Novels, like other types of literature, are like a mirror reflecting the image of real life and society. As Ruanruthai Sutthapan writes,

It made a man recognize what life was like and learn to know more about a society. Besides, a man could learn to solve a problem by reading the novel. He could release his feelings and attitudes toward the view point that the authors pointed out when reading for pleasure (50).

Literature reveals various points of human's lives along with the real situations in a particular time. For example, some novels can be historical, political, romantic or psychological. Moreover, to make the writing attracts readers; authors have to create a story in their own styles. Writers employ exciting plots and themes adopted from human conflicts to portray the struggle of people in their societies. Richard Taylor

suggests that literature can make readers feel like they are participating in the situations of the story if literature is true to life. He proposes,

...different in surface details may be from the way things really happen in life, that play does present a dynamic pattern of forces whose workings are actually very true to life: the way people are attracted to one another and the characteristics or circumstances that frustrate their coming together ...instead of telling us about the way people act and feel, it involves us in those actions and directs our response to them (1-2).

In addition, Taylor suggests that literature gives readers the values and attitudes in the society. Readers not only do enter into the experience of the actions and characters as it explores, but they are also left to their own conclusions and evaluations of that experience of its truthfulness and relevant to real life (5).

Moreover, apart from good plots and themes, characters are other factors which make literary works successful. According to Prawit Whankhom, there are both “major” and “minor” characters. Fictional characters imitate real people. Characters can be “dynamic” and “static”. Characters can be all ages (10).

In the literary world, characters can be males, females, children, adults or even animals. Among them, children characters are popular that a lot of writers use in their literary works. In some novels, children are main characters. For example, in Charles Dickens’ *Oliver Twist*, the main character is Oliver Twist. Dickens revealed the life of English people through the children’s point of view. In addition, Lewis Charol employed a child character in *Alice’s Adventures in a Wonderland*. Through Alice, readers know about society in the Victorian period. In America, Mark Twain also wrote many novels using children characters.

Mark Twain was considered one of the greatest American writers. A lot of his works are famous and two remarkable novels are *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. In these two novels, children characters play important roles because children are the protagonists. Especially, for *The Adventures of Huckleberry Finn*, a lot of critics claim that it is a great American novel. For example Ernest Hemingway wrote,

... all modern American literature comes from one book by Twain called Huckleberry Finn...it's the best book we've had. All American writings come from that. There were nothing before. There has been nothing as good since ...(22).

Moreover, this novel is popular because Twain creates plots, characters and themes by using his own childhood experiences. The characters are like real human beings. The places are real according to American history. He can also reveal the situations in the society through the adventures of Huckleberry Finn—protagonist, and Jim—a runaway slave.

In *The Prince and the Pauper*, Twain portrays a society of people in the period of King Henry VIII through the novel. It is a story about two accidentally identical boys. One is Prince Edward Tudor and the other is Tom Canty. Twain reveals the figures of life in Offal Court through the adventurous game of the two boys. The adventures start when Prince Edward exchanges clothes with Tom Canty, a pauper boy. The prince goes outside the palace while Tom acts as the prince in the palace. Nobody notices them because they look exactly alike.

Mark Twain mostly uses his own experiences as outline of his stories; however, in *The Prince and the Pauper*, Twain uses the history of England as the outline of the novel. There is not much research about this story. However, Sripen Prasertsuk mentions that the children characters in this novel are realistic. The characters are true to life since they can be analyzed by psychological theories. Most of the characters are round and dynamic (128-134).

Clearly, the characteristics of each character are very important. It can attract the attention of readers. Sripen Prasertsuk comments that although the plots and themes of the novels are good, the novels will be famous for a short time if characters are far away from real human beings, On the other hand, the novel will be remembered for a long time if the characters are true to life or close to real people. Therefore, characters must be realistic and can be analyzed by psychological perception (1). The characters are human-like only when they have personality like real people. It can be said that psychology plays an important role in literary works.

Moreover, Michael Jacobs states that there are three principal dimensions of aesthetic experience of literature. As a novel is an integration of the author's own ideas and environment, it is a way that writers can express their ideas more or less from the inside or reveals external conflicts in the real world relating to their experiences. The three dimensions are the psychology of protagonists, audience and author (147).

Ordinary people, living in a society, may face undesirable feelings or unpleasant emotions. They have to find some ways to solve the problems. The device that people automatically use when they have unpleasant feelings like anxiety, frustration, stress, conflict and threatening is called defense mechanism.

Normally, a character may reflect a real person in a society. For example, Huckleberry Finn represents a boy in the nineteenth century. Prince Edward Tudor represents a boy in the Victorian period. The researcher was interested in investigating two main characters, Huckleberry Finn and Edward Tudor because their lives are interesting. Firstly, they are boys whose mother died when they were young. Both of them have powerful fathers. Huck's father is a cruel drunkard. He always treats Huck badly. Prince Edward Tudor's father, on the other hand, is a king. He does not have much time to take care of his son. Secondly, both of them have never been out of their living places.

Huck has never been out of St. Petersburg. Prince Edward Tudor has never been out of the palace. However, both have adventurous journeys that they have to learn to survive. Thirdly, these two novels have a happy ending. This means that the characters learn to adjust themselves, and learn to solve the problems successfully in their lives. Thus, in this study, the researcher analyzed defense mechanisms employed by two protagonists: Huckleberry Finn in *The Adventures of Huckleberry Finn* and Prince Edward Tudor in *The Prince and the Pauper*, respectively.

Purposes of the Study

The purposes of the study were as follows:

1. To study defense mechanisms used by two main children characters in Mark Twain's *The Adventures of Huckleberry Finn* and *The Prince and the Pauper*,
2. To study why such defense mechanisms were used, and
3. To study the results of using such defense mechanisms of the two main children characters.

Scope of the Study

This study focused on the main child characters in Mark Twain's novels:

1. Huckleberry Finn in *The Adventures of Huckleberry Finn*
2. Prince Edward Tudor in *The Prince and the Pauper*

Procedures

The procedures included the following.

1. Related literature in the following topics.
 - 1.1 Louis Kaplan's definitions and concepts of defense mechanisms
 - 1.2 Mark Twain's biography and works
 - 1.3 Huckleberry Finn, Prince Edward Tudor and related research
2. Analysis Huckleberry Finn and Prince Edward Tudor's defense mechanisms using Louis Kaplan's theoretical framework to find out why they use defense mechanisms, what mechanisms that they use, and how defense mechanisms affect their adjustment.
3. Comparison of defense mechanisms used by Huckleberry Finn and by Edward Tudor in the two novels.
4. Discussion and conclusion the finding
5. Suggestion for interesting topics for further study

Significance of the Study

This study was important for those who are interested in psychological literature, and it is also useful for everybody in a society. It can be a guideline for understanding children's behavior. Therefore, the significance of this study were as follows:

1. It will promote better understanding of reading the two novels: *The Adventures of Huckleberry Finn* and *The Prince and the Pauper*.
2. Readers will know what defense mechanisms are.
3. Readers may apply defense mechanisms to solve problems in their real lives.
4. This study reflects better understanding of children characters in real life.

Definitions of Terms

The following terms were used throughout this study.

Defense mechanisms are in-born strategies used in order to reduce or avoid anxiety or unpleasant feelings. These strategies can occur automatically when the ego trying to find a proper way to deal with the id desires.

Repression is an unconscious process which shameful thoughts or painful experiences are removed from awareness or forced below the level of consciousness, and the user will not feel that the undesirable feelings interrupt his life. However, the unpleasant feelings are still stored in the users' subconscious.

Suppression is a conscious control of one hazardous and undesirable thoughts or impulses. It serves the same purposes as repression, but it involves the conscious intent to put things out of mind for a certain period of time.

Rationalization is a device that a person provides himself and others with plausible reasons for behavior rather than admit the actual reasons which are too painful for him to acknowledge. It can happen when the user has a conflict and has to make a decision.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study focused on analyzing protagonists' defense mechanisms in Mark Twain's *The Adventures of Huckleberry Finn* and *The Prince and the Pauper*. Moreover, the results of defense mechanisms in terms of self adjustments were included. Therefore, the theoretical framework of this study was drawn. There are three parts in this chapter. The first part comprises the concept of anxiety and defense mechanisms. The second part discusses related research on defense mechanisms in *The Adventures of Huckleberry Finn* and *The Prince and the Pauper*. The last part concerns Mark Twain's biography and his works.

The Concept of Anxiety

Normally when a person has some problems, he/she will automatically find a proper way to deal with them. However, some problems are more troublesome for some people than for other people. Those troubles lead to the anxiety state. According to James R. Gallagher and Herbert I. Harris, anxiety can occur at a deep, unconscious level and be noticed with some symptoms of physical illness. It can also happen very close to conscious level. It can be observed through body responses. For example, when an individual faces anxiety, he/she may have a dry mouth, rapid breathing, fast heart rate, dilate pupils or even taut muscle (75). This idea is similar to that of Max L. Hutt and Robert Gwyn Gibby. They state that anxiety tends to be transformed in many forms of symptomatic disturbance. It may not be able to be recognized (277).

Obviously, anxiety comes in many forms, but the cause of anxiety may be unknown or mysterious. Gallagher and Harris suggest that if the anxiety cannot be solved in unconscious level, the individual will lose concentration on doing something or go to the daydreaming (76-77). Sigmund Freud states that anxiety is a factor that affects personality development.

The causes of anxiety can be categorized into four groups. Firstly, it happens because of the loss of loved objects, which can be a person or things. For example, a child loses his mother or father. Secondly, it happens because of the loss of object's love. For example, a child feels that his mother does not take care of him. Thirdly, it happens because of the castration or genital injury. For example, a broken hand child feels uncomfortable in daily life. Finally, it happens from the disapproval and punishment by the superego (qtd. in Sahakian 23-27). This anxiety is related to social circumstances. Therefore, Freud proposes three types of anxiety as the following.

1. Objective or realistic anxiety comes from the outside stimuli. It is related to the environment or particular situations that a person is in. It concerns the experiences of a person.

2. Neurotic anxiety comes from the power of id. A person is afraid of social punishment if he or she cannot properly respond to the id. It is related to the pleasure principle. That is, if id can get responses, a person will be pleased. However, if the power of id is expressed against society, that person will be afraid of punishment. It is the ego that has to find the way to respond to id.

3. Moral anxiety comes from superego. A person is afraid of morality which is related to social norm. The superego can be developed since a person is young.

However, Carren Horney states that anxiety develops when a child has to build a defense against an environment that is unreliable, unjust and harsh. Moreover, Arthur

T. Jersild, claims that anxiety is related to interpersonal relationships and feelings or attitude of others toward the individual (355).

Additionally, John Janway Conger and Anne C. Peterson suggest that anxiety is an important element in human behavior. It can be aroused and manifested internal responses such as thoughts, feelings and physical reactions. The satisfaction of needs or motives can be resisted by anxiety. People, especially children, may be afraid of doing something that had caused painful or harmful experience in the past. Moreover, anxiety is a learned response, and it follows the principles of learning like reinforcement (53-54).

On the other hand, Louis Kaplan suggests that an individual may face anxiety at a time. Anxiety is common for human being. It is a part of personality. When a person faces anxiety, he or she has to find some way to compensate it. Anxiety comes from the feeling of uneasiness such as conflict, frustration and threatening. However, the causes of problems are not always known. The individual has to prepare to cope with it when it arises (213-224). Someone may not know when anxiety will occur. The devices that people normally employ in their daily life in order to avoid or reduce anxiety are called defense mechanisms.

Defense Mechanisms

When a person faces some undesirable feelings in life such as anxieties, frustrations, conflicts and threatening, he will automatically employ defense mechanisms to cope with such feelings. Defense mechanisms appear to be common phenomena in everyday life. The definitions of defense mechanisms are as follows.

Defense mechanisms, according to *Encyclopedia of Psychology*, are psychological strategies employed by a person in order to reduce or avoid negative states such as conflicts, frustration, anxiety and stress. A wide variety of mechanisms have been suggested and accepted. However, the acceptance is based on case studies or anecdotal reports rather than on control scientific research (390).

According to Sigmund Freud, defense mechanisms are the devices that ego defends itself against conflicts and anxieties by forcing unpleasant thoughts and impulses to the unconscious level (qtd. in Kalat. 541-542).

Ernest R Hilgard claims that defense mechanisms are the immediate reactions to frustrations. They are employed in order to solve the problems. They help protect the individual's self-esteem, and they defend a person against anxiety when facing continuing frustrations (511).

Devid Krech, Richard S. Crutchfield and Norman Livson mention that defense mechanisms are the attempts by the individual to reduce anxiety. Their functions serve at the level of unconsciousness. They may not completely solve the problems. They appear to extend time for direct problem solving (755).

Nipa Nitayayon mentions that defense mechanisms are devices used instead of direct problem solving. They help a person avoid undesirable situations. And they also help a person release the feeling of tensions and conflicts (89).

Surang Kowtrakul states that defense mechanisms are strategies used in order to cope with frustrations. They make a person release stress and anxiety. They also extend time for a person to find a better way to solve the problems (25).

Pongpan Kertpitak (qtd. in Arom Mattadet 21), on the other hand, states that defense mechanisms are the ways that a person uses in order to reduce anxieties, stresses, frustrations and conflicts. They help a person live happily in the society.

According to the definitions, it is obvious that defense mechanisms are psychological devices adopted by an individual to cope with frustrations, anxieties, stresses and conflicts. They can happen at the level of unconsciousness. They serve to protect the individual's self-esteem and help extend time for direct problem solving. Appropriate use of defense mechanisms can make the individual live happily in the society.

Characteristics of Defense Mechanisms

Defense mechanisms are necessary for people living in any society. They are important for personality development. To know their characteristics and functions will enable us to have a better understanding of defense mechanisms.

Kritsana Suksri (qtd. in Arom Mattadet, 21-23) suggests the characteristics of defense mechanisms as follows.

1. They are devices adopted to protect individual's self-esteem and to defend against anxiety when the individual encounters continuing frustrations.
2. They have both negative and positive aspects. For the negative aspect, they are the ways to avoid or protect the individual from anxiety. For the positive aspect, they help compensate mind and maintain self-esteem.
3. Each device carries the same common quality which is self-deception. Then the mechanisms reveal in the form of denial of needs, feelings and situations that can cause anxiety or losing face. They can also reveal in the form of disguise of needs and motivations to substitution or reaction formation in order to be socially accepted.
4. Normal people use defense mechanisms in some ways. An appropriate use is satisfied but an overuse is dangerous because they can cause neurotic phenomena.

5. Each device of defense mechanism is co-related. This means the functions of each mechanism are overlapped. It is difficult to completely specify one from the others. To make it understandable, psychologists put them in categories. However, in order to cope with unpleasant feelings, the individual may have to use more than one mechanism.

6. Naming is just to make it easy to describe. To better understand the employment of defense mechanisms, the needs of individual must be symmetrically analyzed.

7. Defense mechanisms are not solutions for problem solving. Their function is to protect the individual from anxiety which comes from conflicts, frustrations and threatening.

Additionally, Hilgard suggests that defense mechanisms share the same quality: self-deception, denial and disguise. He also suggests that there are three precautions to be kept in mind when discussing individual defense mechanisms. First, all of the mechanisms are found in everyday behavior of normal people. This means, it can happen to anybody at anytime. The moderate use of defense mechanisms can cause satisfactions in living, and the maladjustment of personality comes from the individual who is dominated by a particular mechanism. Second, the classification of the separate mechanisms is arbitrary, and the borderlines between each mechanism are not distinct and clearly marked. Last, the informative explanation of defense mechanisms requires the understanding of individual's needs that make that person rely on each mechanism in his attempt to solve the problems (512).

Apparently, it can be concluded that defense mechanisms are employed by normal people in their everyday lives. They help maintain self-esteem and protect the individual from unpleasant or undesirable feelings. They are not the solutions for a

direct problem solving. The moderate use is satisfaction, but if the individual uses particular mechanism more often, it can cause mental disorder. Defense mechanisms are important for everyday life, so they have been applied to study human behaviors in research. Although many psychologists study on defense mechanisms, they give similar concepts of defense mechanisms.

Types of Defense Mechanisms

As a matter of fact, defense mechanisms are employed by a normal person. Many psychologists suggest different concepts of defense mechanisms. Freud, a remarkable Austrian physician and psychologist, states that anxiety is the foundation of defense mechanisms. Anxiety occurs automatically. When anxiety occurs, it is the duty of ego to form a signal anxiety, which Freud calls the defensive operation of the ego. The first mechanism is repression. It is the way that ego keeps and represses unwanted desires or anxiety within unconscious mind. Freud believes that the memory is not forgotten if it is not repressed. The one who uses too much of repression will become disordered or neurosis. The second mechanism is reaction formation. It is the opposite action from bad to good behavior or from good to bad behavior. The third mechanism is isolation. It is the process of mind to separate dangerous or unwanted feelings so that the mind will be empty. The fourth mechanism is projection. It is the way that a person shifts the feelings or desires to another person. The fifth mechanism is denial. It is the way of forgetting the pain, unsatisfied feeling or unwanted reality by employing daydreaming or imagination. The sixth mechanism is identification. It is the imitation of the loved or respected person. The seventh mechanism is sublimation. It is the process to replace a person's

desires in order to be socially accepted. Freud claims that this mechanism is not dangerous for anyone. The eighth mechanism is aggression. It is the action when one's thoughts or desires are obstructed. There are both physical aggression and verbal aggression (13-23).

The concept of Freud's defensive operation of the ego is widely used by researchers and critics. Many psychologists study defensive operation of the ego in depth. Anna Freud is one of those psychologists.

Anna Freud, the youngest daughter of Freud, in her *The Ego and the Mechanism of Defense*, calls defense mechanism instead of defensive operation of the ego. She claims that repression is the main factor of defense mechanisms and the others are sub-factors. Anna Freud focuses on the purposes of mechanisms, the roles toward behavior in terms of psychology and health, and also the consequences. She shifts her interest of defense mechanism from psychopathology to adaptation (Draguns 16). She states that defense mechanism is the way that ego struggles against painful or unendurable ideas or effects. She suggests ten types of defense mechanisms: regression, repression, reaction formation, isolation, undoing, projection, introjection, turning against the self, reversal and sublimation. Anna Freud employs the defense mechanism concept in classical terms as proposed by Sigmund Freud, but she merges the concept of ego psychology in her work. This makes her perception goes far beyond Sigmund Freud's (15-17).

However, among several concepts of defense mechanism, Louis Kaplan's concept is one of them. Kaplan states that anxiety is a reaction that no one can tolerate very long or very often. Nature has provided some psychological and behavioral devices which help us to reduce or avoid the intensity of anxiety or unpleasant feelings. The device is called defense mechanism. In *Foundations of Human*

Behavior, Louis Kaplan proposes three categories of the mechanisms for coping with anxiety. They are mechanisms of deception, mechanisms of substitution and mechanisms of avoidance (225 – 243). The three categories of defense mechanisms consist of different devices.

First, the mechanisms of deception which tend to change the individual's perception of a threat by reconstructing one's feelings and attitudes so that one senses no threat. There are four devices in this category. Rationalization is a device that a person provides himself and others with plausible reasons for conducting such behavior rather than admit the actual reasons which are too painful for him to acknowledge. Projection is a way to shift the personality for an action or a threatening situation so that a person does not carry the blame for it. Repression is an unconscious process which shameful thoughts or painful experiences are removed from awareness or forced below the level of consciousness. It comes from the process of the ego and superego dealing with the impulses of the id. Suppression is a conscious control of hazardous and undesirable thoughts or impulses. It serves the same purposes as repression, but it involves the conscious intent to put things out of mind.

Second, the mechanisms of substitution enable a person to relieve his anxiety by altering his goals. A person attains substitute satisfactions through psychological devices that permit the person to change direction without loss of self-esteem. It is an automatic adjustment process that defends the ego from feelings of failure or unworthiness. It appears that sex makes the difference in using substitution as a defensive device. Men tend to turn to substitute goal more than women. Women are more likely to seek help from other people in pursuing their goals than to change their goals or activities. There are five devices in this category. Compensation has a function in enhancing self-esteem by overcoming a person's failure or deficiency in

one area of behavior through satisfaction achieved in another area. A person may be able to cover up a weakness, failure or relieve himself of emotional pressure. Moreover, a person may change his activity but keeps the same goal. It is frequently used by children to relieve unwanted feelings caused by adult's dominations such as forming a gang. Substitution is a device that makes it possible to release tensions by distracting one's energies from a desired goal to some substitutes. For example, if one cannot reach recognition, he may turn to eating. Therefore, eating becomes his substitute activity. Reaction formation takes place when the original desire or impulse is heavily laden with guilt feelings. It serves as safety valve, relieving tensions and anxieties by causing a person to behave in an opposite manner. Sublimation is the redirection of emotional drives from prohibited goals or desires into socially acceptable behavior. For example, a boy may change his aggressive energy into athletic. Egocentrism is an effort to establish oneself as the center of attention. The egocentric person appears to need constant reinforcement of the ego.

Lastly, the mechanisms of avoidance are techniques that enable a person to leave the scene of conflicts psychologically. They provide an escape from emotional stress and afford protection from external and internal threats when life becomes too oppressive. There are five devices in this category. Fantasy enables a person to substitute imaginary for real satisfactions. The world of fantasy may become more satisfying than the real world. It can occur in some of the more serious adjustment and leads to the daydreaming. Regression is the process of relieving anxiety or escaping stress by falling back upon the thoughts, feelings, or behaviors that work successfully during an earlier period of life. Negativism is a psychological refusal to enter into tension-producing situations. It is considered to be a kind of stubbornness because it resists the suggestions or wishes of other people. Negativistic person knows how he is

behaving and realizes that his/her actions are not entirely proper, but he/she cannot change it. Negativistic behavior makes the individual feel strong, righteous or powerful as a master of situations. Adjustment through somatic is the physical ailment that is used as adjustment device. It enables a person to escape gracefully from a difficult situation without experiencing feelings of guilt or failure. Identification is a process from which personal satisfaction derives through the activities of external agent to oneself. This external agent can be another person, a group, an object or idea. For example, children try to imitate their parents or teachers.

In addition, Coleman and Hammen categorize defense mechanisms into eighteen types. Denial of reality is a way that a person neglects from unpleasant feeling or situations that can cause troubles. Rationalization is a way that a person gives some reasons to certain actions or behaviors. Projection is a way that a person shifts responsibility of actions or behaviors to other people. Identification is when a person imitates or acts the same way as someone he/she respects for example parents, teachers and friends. Substitution is how a person changes the goals of actions to be socially accepted. It can be in form of compensation and sublimation. Aggression is when a person acts or fights against the feelings or situations immediately. It can be direct or indirect aggression. Undoing is a way that a person thinks about guilt or action and does something in order to solve the feelings. Empathy is a way that a person acts as if he/she sympathizes the others but in fact the action is for himself/herself. Intellectualization is a device that a person acts as if he/she knows everything. Reaction formation is a device that a person acts in the opposite way of his/her feelings or situations. Repression is a way that a person forgets unpleasant feelings or situations by forcing them to the unconscious level. Regression is a way that a person acts as if he/she is a child in order that they do not have to feel the

problems. Withdrawal happens when a person avoids or escapes from unwanted situations. Daydreaming is a way that a person uses his/her imagination to escape from real world situations to a fantasy world. Introjection is a way that a person accepts power, attitudes or values of a more powerful person in order to be safe. Emotional insulation is when a person feels like he/she has nothing to do in life or acts as a hopeless person. Compulsive fun-seeking is when a person escapes from some situations by doing something in order to gain happiness or goes to some entertaining places. Work or perfectionism is when a person escapes from unpleasant feelings by dedicating his or her time for a particular job.

There are still many more psychologists who work on defense mechanisms. Another concept of defense mechanisms is from Luella Cole. She claims that defense mechanisms can be categorized into five groups. First is the mechanism of denial. There is repression in this group. Second is the mechanism of self-deception. There are rationalization, projection, segregation, sour grape, displacement and reaction formation in this group. Third is the mechanism of withdrawal. There are regression, isolation, fantasy, negativism and conversion in this group. Fourth is the mechanism of aggression. There are both physical and verbal aggressions in this group. The last is the mechanism of substitution, consisting of compensation, sublimation and identification.

According to the information about defense mechanisms reviewed, it is clear that psychologists propose the same concept, but they classify types of defense mechanisms differently. However, it can be seen that they are overlapped. Arom Mattadet suggests that ways of defining defense mechanisms can be varied. It is due to what ways that psychologists are looking for in their studies. Every concept is reliable and acceptable since the individual's behavior is complicated (28). Therefore,

the researcher is going to employ Kaplan's concept, including the concept of anxiety and self adjustment, to analyze the child characters because this concept is appropriate for children.

Contributions of Defense Mechanisms to Self Adjustments

Defense mechanisms can help an individual for self adjustment. Atchara Sukharom (qtd. in Arom 28) mentions that it helps extend time so that the individual can release the feelings of tensions and find some ways to solve the problems. It also helps individual get new experiences that can help shape personality. This idea is similar to Ernest R. Hilgard's idea. He suggests that as people try to solve the problems directly, the failure of problem solving may occur. If the problems are difficult to solve then the individual will employ defense mechanisms in order to cope with the difficulties. So, defense mechanisms help people have satisfactory adjustment in four ways (519 – 520).

1. They give an individual time to solve problems that may be too difficult to solve at first. Defense mechanisms extend time for the individual until he/she can work out better solutions to the conflicts. The temporary relief helps the individual to live more comfortably until he/she is cured.

2. The mechanisms may permit experimentation with new roles and teach new modes of adjustment. An individual can learn to correct his/her error in judgment. The self-deception may provide occasions for modifying the self.

3. Rationalization may lead to rational conduct in the future. It can lead to false reasons or lead to more careful analysis of cause-and-effect relationship.

4. Illustrative behavior of a mechanism may be socially useful and creative. Defense mechanisms may take individual to rough spots and give a motivational lift leading to more satisfactory adjustments.

Normal people use defense mechanisms in order to live happily in the society; however, people can or cannot succeed in using them. The use of defense mechanisms is related to an individual's personality traits. If an individual can succeed in using defense mechanisms, he/she will have satisfactory adjustment which is important for personality development. Ratana Yantip studies the relationships among child rearing, interpersonal reaction and adjustment of students (32 – 33). She suggests that the individual who succeeds in adjustment must have these traits. The individual has freedom to do things within the social norm not only to satisfy his feelings. Next, a person will be open-minded and self-confident. Then he can control his feelings and emotions. She also mentions that the acceptance of oneself is important for good adjustment. They will be able to accept their ability and real world. They are brave to face and solve the problems. Moreover, they will have positive attitude toward life and do not rebel against society. Lastly, they will have good relationships with others.

Moreover, Richard S.Lazarus (qtd. in Arom 29) recommends some traits of good adaptive personality. A person who succeeds in adjustment must have analytical thinking, sociability, stability, confidence, personal relations and home satisfactions.

Actually, not everyone can succeed in using defense mechanisms to cope with unpleasant feelings or situations. It is likely that some may not succeed in adjustment. According to Kaplan, there are six categories of maladjustment behavior. First, it reveals in the form of nervous behavior. This kind of behavior can be observed. This individual may have twitching of muscles, scowling, grimacing, twisting the hair, continuous blinking, biting or wetting the lips, nail biting, turning pale, nervous finger

movement, frequent crying and frequent urination. Second, it appears in form of emotional overreaction and deviations. The symptom can be observed. These individuals frequently have daydreaming, refusal to take part in games, refusal to accept any recognition or reward, withdrawal from anything that looks new or difficult, lack of concentration, frequent efforts to gain attention and over expressions of any emotions. Third, it reveals in the form of emotional immaturity. In this category a person cannot work alone. He/she sticks to a single intimate friend. He/She is unable to rely on his/her own judgment and he/she is unable to relax. Fourth, it shows in the form of exhibitionistic behavior. In this case an individual will try to act tough, try to be funny, exaggerated courtesy. He/She may attempt to dominate younger or smaller person, cannot accept criticism and blames other people. Fifth, it shows in the form of antisocial behavior. It can be seen that a person tries to be cruel to other people, has bully behavior and profound dislike to all school works. The person has bad reaction to discipline, lack irresponsibility and interests to school. Finally, it appears in the form of psychosomatic disturbances. An individual may have problems with toilet habits, enuresis, constipation, diarrhea and excessive urination. Moreover, a person can have feeding disturbances, and various aches and pains (283 – 284).

Related Research on Defense Mechanisms

The defense mechanisms are common in everyday life, so they are employed by a lot of researchers in the study of human behavior. Christine Truhe suggests that everybody wants to have good health and good life. However, the ego mechanism can cause pains and unpleasant feelings to an individual, and it finds some ways to manage the pains and unpleasant feelings (7). That is, a person tries to defend himself

against difficulties. There are studies of Vaillant and McWilliams (qtd. in Truhe 7-8). Both of them suggest that there are stimuli of defense. They mention that the environment can cause stimuli for defensive responses and affect the way in which they develop. Vaillant states that the adaptive styles appear to affect childhood environment, and the environment affects the choice of adaptation. He also mentions that the introjective process becomes part of child development. McWilliams adds that defense also arises through cognitive process and can be learned by observation and reinforcement (6-8). That is, the environment where an individual lives and nurtures in can shape their personality development.

Moreover, Aroom Mattadet studies the use of adjustment mechanisms in terms of personal relationship with peers who have difference in gender, school level and school style. She claims that students use less defense mechanism for personal relationships with peers at all levels in school. In terms of gender, males use defense mechanisms more than females (76 – 83).

In the field of literature, critics and researchers use different concepts of defense mechanisms in their studies. Intira La-amporn states that in Han Nolan's works: "Dancing on the Edge" and "Send Me down a Miracle", there is a use of defense mechanisms in characterization. She also suggests that family status and background are important for children's traits. The employment of defense mechanisms of main characters influences their lives.

In addition, Dutsadee Roongrattanakul analyzes Tennessee Williams' plays. She studies the escapism of the female characters by using the concept of defense mechanisms. She states that the characters escape from the real world by employing defense mechanisms. Defense mechanisms help them adjust themselves to live in the

society. She states that each character employs different mechanisms. She concludes that the female characters in these plays are true to life (108).

Obviously, defense mechanisms are used to analyze real human behavior and novels' characters. It can be concluded that defense mechanisms can be used by almost all people to solve problems in their lives. In terms of literature, characters can be analyzed by looking at the adoption of defense mechanisms.

Related Research on *The Adventures of Huckleberry Finn* and *The Prince and the Pauper*

There have been some studies exploring Mark Twain's *The Adventures of Huckleberry Finn* and *The Prince and the Pauper* in various aspects.

Huck was considered to be one of the American famous heroes. According to Thomas M. Inge, he admired Huck as a hero. He claimed that Huck Finn was a new type of hero because he was far away from the civilized society. He was pure in terms of heart and behavior. As Inge proposed,

We needed a new and enlightened model for proper behavior towards each other, someone young enough to have not yet been corrupted by history and experience. Thus we turn to a fourteen-year-old boy on the Mississippi River far from the reach of the sinful urban society, Mark Twain's Huckleberry Finn.... He confronted directly the problems of freedom vs. social responsibility ...when forced to choose between the responsibility and his love for Jim as a friend and human being, he chooses the latter (185).

Inge also suggested that the moral development in the story was ambiguous. It was difficult to get a clear picture of morality from Huck's behavior. When people read the story, they might feel that Huck had antisocial attitudes toward his behavior (186).

In addition, Henry Nash Smith mentions that *The Adventures of Huckleberry Finn* is still popular worldwide and is important for all Americans. It is the story of

movement which represents American traits. Huck reflects American identity which is called “sound heart”. The story also represents freedom from malice, loyalty to friends and revulsion against cruelty and hypocrisy (44-52).

Moreover, in terms of the belief, in “From Black Magic and White in Huckleberry Finn” (1961), Hoffman mentioned about the superstition in the story. He stated that Mark Twain revealed the beliefs of people who lived along the Mississippi River, especially black people. Twain used the relationship between Huck and Jim to show the superstition perspectives of black people. Along the journey, Jim told Huck about his beliefs in bad luck and witch. The way that Twain used in order to reveal the traditional beliefs and way of life of the people in the south made him known as a regional author. Additionally, Dangtoy Malasit claims that the Christian Bible plays a great role in this story. The events, plots and themes are similar to the Exodus in the Bible, which is one of the books in the Bible. It is about the journey of Moses. He was chosen by God to be the leader of Jews. He took all Jews out of Egypt so that they could be free from being slaves. Meanwhile, readers can see that Huck is similar to Moses because he escapes for freedom, and takes Jim to get his freedom. Along the journey, Huck has to face a lot of situations like Moses. Therefore, *The Adventures of Huckleberry Finn* is not only a story about a boy’s journey, but it also reflects the influence of the Bible toward American’s lives (103-129).

In the field of racism, Orasa Roykhaew studied about the Negro slaves in H.B. Stowe’s *Uncle Tom’s Cabin* and Mark Twain’s *The Adventures of Huckleberry Finn*. She found that the slaves in Stowe’s novel had better living than those in Twain’s. However, slaves in both novels believed in Christianity and supernatural power. Besides, slaves in both novels wanted to get freedom. In Stowe’s novel, slaves could

get freedom easier than Twain's. In addition, the relationships among black and white people in the two stories were both positive and negative (116).

In addition, the search for freedom is one of the interesting points for many researchers. For example, Ratchadaporn Poopanya, in her "Freedom Search in *The Adventures of Huckleberry Finn*", studied about the factors that forced the main characters to run away. She found that there were two main factors—environment and their personality -- forcing the main characters to search for freedom (24-26).

Another interesting field is psychological aspect. Some researchers analyzed characters by using psychological theories. For example, Sripen Prasertsuk's "An Analysis of Child Characters in Mark Twain's Novels", studied co-character of children in the novels: *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *The Adventures of Huckleberry Finn* (1884) and *The Tragedy of Pudd'nhead Wilson* (1894). She studied the characters' behavior and discussed whether it could be explained by psychological theory. She employed Sigmund Freud's psychoanalytic theory and A.H. Maslow's hierarchy of needs to analyze the characters. She found that the characters were human-liked because they could be analyzed by psychological theory. From the selected novels, the personality of characters was related to their id, ego and superego. Every character shared the same aspect of needs: physical needs, safety needs, esteem needs, needs for love and belonging, and needs for self-actualization.

On the other hand, Danis Davis Gustafson suggested that Twain's *The Prince and the Pauper* was accepted among critics to be a story of romance. But there was not much research related to this field of this novel. Danny Devis Gustafson also mentioned that this novel was similar to *A Connecticut Yankee in King Arthur's Court* (1889) in terms of settings, themes and methods. *The Prince and the Pauper* was a song of innocence while *A Connecticut Yankee in King Arthur's Court* was a song of experience (8-9).

Although there were many studies on Twain's novels, the defense mechanism has not yet been studied in depth. Therefore in this study, the defense mechanism will be used as a tool to analyze the main children characters in *The Prince and the Pauper* and *The Adventures of Huckleberry Finn*. The researcher believes that some devices of defense mechanism are employed by Huckleberry Finn and Prince Edward Tudor, the protagonists of the two selected novels.

Mark Twain's Biography and Works

The biography of Mark Twain is based on Fishkin S. F.'s *A Historical Guide to Mark Twain*. Samuel Langhorne Clemens, or Mark Twain for his pen name, was born on November 30, 1835, in Florida, Missouri. He was the fifth child of John Marshall Clemens and Jane Lampton. Three years later, his brother— Henry was born. In 1839, his sister— Margaret, died. His family moved to Hannibal. He then went to school. In 1842, his brother-Benjamin, died, and, his brother—Orion, moved to St. Louis. At that time, there was a slave named Jenny in his family. She was kind, so Clemens' family loved her. However, the family had to sell her in 1842 because Benjamin died. In 1847, when he was twelve, his father died. He had to quit school. Clemens had to start working in a grocery store, bookstore and pharmacy.

Clemens started working as an apprentice for Joseph Ament's Missouri Courier in 1848. Then he moved to work with Orion in the publishing company. He worked with his brother for a while as a journalist. He visited many cities like New York, Philadelphia, Washington D.C. and more. In 1855, Clemens decided to work as a riverboat pilot in St. Louis. He traveled along the Mississippi River. He also wrote many stories for newspapers and journals. He had a chance to visit many places. In

1856, he gave his first public speech at printers' banquet in Keokuk. In 1858, his brother— Henry, died. The life of being a riverboat pilot and his experiences along the river motivated him to create many literary works. A year later, he received a pilot's license, and he worked on the river steadily.

He spent some time being a riverboat pilot. Then, in 1861, he joined Orion heading to Nevada in order to search for silver and to make big money. However, they were not successful. Clemens became a reporter for *Virginia City Territorial Enterprise*. In 1863, he adopted his penname "Mark Twain" which means the depth of two phatom water. Based on his experience in Nevada, Clemens wrote a novel *Roughing It* (1872).

In 1865, he visited Angel's Camp in Calaveras County, California. He published "Jim Smiley and His Jumping Frog" in New York's *Saturday Press*. This publication brought him national fame. In 1866, he got a scholarship to Sandwich Islands, and he gave the first professional lecture. After that, he traveled to many places and gave speech on literature. Twain became famous because of his short story called "The Celebrated Jumping Frog of Calavaras County" (1867). It was a tall tale and was published in the journal named *Saturday Press* in New York.

Twain, as a news reporter, traveled around the world by Quaker City Boat. He met Olivia Langdon's brother. Twain was introduced to Olivia, and they got married in 1870. Supported by Olivia's father, Twain became an editor of *Express*.

Then Mark Twain and his family moved to Herdford, Connecticut, where he joined Charles Dudley Warner in writing *The Gilded Age* (1873). The story explored the difficulty of life at that time. He also expressed some humorous view in the story. In addition, William Dean Howells and Olivia Langdon helped him a lot in his writing.

During his life time, Twain wrote many famous stories. Among them are *The Celebrated Jumping Frog of Calaveras County* (1867), *The Innocents Abroad* (1869), *Roughing It* (1872), *The Gilded Age* (1873), “Old Times on the Mississippi” (1875), *The Adventures of Tom Sawyer* (1876), *A Tramp Abroad* (1880), *The Prince and the Pauper* (1881), *Life on the Mississippi* (1883), *The Adventures of Huckleberry Finn* (1884), *A Connecticut Yankee in King Arthur’s Court* (1889), *The Tragedy of Pudd’nhead Wilson* (1894), *Joan of Arc* (1896), “The Man that Corrupted Hadleyburg” (1899), “What is Man?” (1906) and “The Mysterious Stranger” (1916) published after Twain’s death.

Twain was famous because he wrote many great novels. He was also well known for children literature. He created lively children characters in his novels. He used his own experiences when he was a child as an outline of his stories. Twain also portrayed real life situations in society through the children’s view point (Surasith 43). Among many Twain’s novels, *The Adventures of Huckleberry Finn* is considered as one of the great American novels (Chaichit 400 - 411).

Although Twain was successful in literary field, he failed in his business. In 1893, Twain joined Charles L. Webster Company. At first it was successful because of Twain’s writings. Then it failed because of the wrong investment. They changed to modern machine. Twain became bankrupt in 1894. He was in debt. He faced both business and family problems. His two daughters died. These circumstances caused him to become cynical writer. He wrote *The Man that Corrupted Hadleyburg* (1899) and *The Mysterious Stranger* (1916, published after Twain’s death).

Before Twain died, he was given an honorary degree from Oxford University and Yield University. Mark Twain became an international writer. He was famous worldwide. For American people, Twain’s habit and personality which expressed his confidence and love of freedom were the pattern of American people. Mark Twain died in 1910 from heart disease.

CHAPTER 3

AN ANALYSIS OF HUCKLEBERRY FINN'S DEFENSE MECHANISM IN *THE ADVENTURES OF HUCKLEBERRY FINN*

Huck Finn in Mark Twain's *The Adventures of Huckleberry Finn* is a boy of nature. He likes nature and freedom. Although Huck Finn leads a simple life, he has anxiety. In order to survive, Huck uses defense mechanisms to cope with his anxiety. The story reflects that Huck uses several defense mechanisms in his daily life. This chapter provides the plausible answers to these inquiries: what are the related factors that lead Huck to use defense mechanisms? Can defense mechanisms support Huck's self adjustment?

In tracing Huck's life, it found that he has both realistic and moral anxiety. Huck's realistic anxiety comes from his family and society while his moral anxiety is from his moral awareness. In order to live peacefully, Huck uses several defense mechanisms to cope with his undesirable feelings. Those mechanisms are repression, suppression and rationalization.

Repression

According to Kaplan, repression is an unconscious process which shameful thoughts or painful experiences are removed from awareness or forced below the level of consciousness, and the user will not feel that the undesirable feelings interrupt his life. However, the unpleasant feelings are still stored in the users' subconscious.

Huck uses repression because of his family problem, and his inability to reach social expectation. Huck's family cannot fulfill his desires for love, safety and understanding. Besides, Huck has a conflict because he does not want to be civilized by the society.

Huck has family problem because it does not fulfill his desires. The story discloses that Huck is an outcast boy whose father is a town's drunkard, Pap. Both Pap and Huck are uneducated. Huck is nurtured in an uncivilized family background while he has natural learning lifestyle. A careful trace of Huck's life discloses that there are two main factors that bring about his realistic anxiety: his family background and the society. Hence, he tries to repress it.

It is important to note that Huck's family background is one of the crucial factors for his anxiety. The story depicts that Huck has only his father in his family. Sripen Prasertsuk mentioned that although Huck has his father as the only family member and relative, the father could not fulfill parental love for him (58). Therefore, Huck's family does not fulfill his desires for love, care and understanding. According to Bernard J. Lonsdale and Helen K. Macintosh, love from parents is important for a child. He should feel that his parents love, want and enjoy him (17-19). However, Huck lacks these feelings because his father does not love him. As a result, Huck has anxiety, and he represses that he dislikes his own father.

Through the story, Twain reflects that Huck's desires for parental relationships are not fulfilled. Constantly, Huck has to face the conflicts between his desires and his father's desires. Huck quests for love while his father wants to control him as his property. In addition, Pap always mistreats Huck, especially when he gets drunk or needs some money from Huck. It can be said that Huck is a broken-home boy. Being

controlled and mistreated by his own father, Huck feels frustrated, and he has to repress it because somehow he has to live with his father gracefully.

Moreover, Huck's father destroys his freedom. Although, Huck lives in a cabin, he feels comfortable and free. Huck loves freedom and nature. Huck says "It was a kind of lazy and jolly, laying off comfortable all day, smoking and fishing (32)". This extract assures that Huck loves freedom and nature. He likes smoking, fishing and playing around. However, his father destroys his world. He controls and mistreats Huck like a prisoner. Huck reveals "But by and by pap got too handy with his hick'ry, and I couldn't stand it. I was all over welts (32)". From this extract, we can assume that Huck is not happy to be dominated by his father as a property. The story reveals that Huck is sometimes captured in the cabin for a few days when his father goes out. According to Burrhus Frederic Skinner, an individual wants freedom, and he/she will fight for it. Similarly, Huck does not want to be imprisoned. He tries to escape from his father. Therefore, when his father takes him from Widow Douglass and locks him in the hut, Huck comes up with his fake-death plan for his escapade.

Although family is a primary source of safety, love and care, Huck's father never protects him; instead, he is the person who harms Huck's life. Therefore, Huck does not want to be in the harsh situation because he wants to be free and to be safe. In other word, we can see that Huck's father is a very powerful man, so Huck dares not express his feeling. Whenever Huck sees his father, he is asked for money, and if he does not have any, his father hits him. Huck feels safe if he has a bit of money for pap to drink or when he is alone. Huck once again feels uncomfortable, and he represses it in order to get along and reconcile with his father.

Clearly, the story reveals that Huck's family background causes his realistic anxiety, and he represses it because he has to live with his father. Moreover, Huck cannot talk to other people in the town because no one wants to talk to him. As a result, Huck is frustrated, and he consequently represses his anxiety because he dislikes his father. Twain reflects Huck's repressed feelings in many situations.

The story reveals that Huck dislikes his father. For example, when he lives in the widow's house, he does not see his father for quite a long time, so Huck feels very comfortable. Huck says,

...I didn't want to see him no more. He used to always whale me when he was sober and could get his hands on me; though I used to take to the woods most of the time when he was around (21).

From the above excerpt, it is apparent that Huck is abused by his own father. When Huck is alone, he is very happy and relaxed. At this point, we clearly see that Huck does not want to be with his father.

Moreover, Huck wants his father to die. Twain portrays that when Huck is captured in the hut, Huck unconsciously sets his father to be shot.

So he dozed off pretty soon. By and by I got the old split-bottom chair and clumb up easy as I could, not to make any noise, and got down the gun. I slipped the ramrod down it to make sure it was loaded, and then I laid it across the turnip barrel, pointing towards pap, and set down behind it to wait for him to stir. And how slow and still the time did drag along (37).

This scene obviously shows that Huck wants his father to die. He unintentionally puts the gun pointing at his pap. As we know that pap is a drunkard, he may accidentally shoot himself. Huck sits and waits for pap to get up. In this scene, Twain reflects that Huck wants to witness his father's death by himself. This situation ascertains that Huck represses his hatred for his father. He does not realize whether what he is doing is good or bad because the repressed impulse in his unconscious mind forces him to do that. What will happen if pap dies? Certainly, Huck will get his freedom.

Huck's repressive feelings can also be seen from his conversations. Due to the fact that Huck has a negative attitude towards his family, he unintentionally exposes that his family is destroyed. For example, Huck protects Jim from a slave hunter "because it's pap that's there...He is sick—and so is mam and Mary Ann (93)". Huck fakes that his father has smallpox and also his faked-family. Later on, Huck keeps telling fake stories about his family when he has to deal with some dangerous situations. Interestingly, all of his stories are about his disastrous family. According to Kaplan, repression happens at an unconscious level. Similarly, Huck does not realize that he dislikes his family and his father because they do not fulfill his desires.

Undoubtedly, Huck's family background causes him to have realistic anxiety. According to Prawet Wasee, the relationship of family members is essential. Family is an important institute for a good society. On the contrary, Huck's family relationship is not good. In order to deal with his anxiety, Huck silently represses it, and it reveals itself in daily life activities. Additionally, another important factor for Huck's realistic anxiety is the society.

Twain creates Huck to face the conflict between an uncivilized and a civilized society. The story portrays that Huck, as a member of the society, has to associate with other people in the town. It leads him to have anxiety.

Huck's anxiety occurs when he has to adjust himself to a new place and living in civilized styles. The Widow Douglas, who is a noble woman in the society of St. Petersburg, adopts Huck as her son. In order to bring Huck to the civilized society, she teaches Huck a lot of things that civilized people in town have to know so that people will have an impression and appear that Huck is educated and has good morale. Huck feels that Widow Douglas is a good woman, and she loves him. At this point, it can be seen that when Huck is formally introduced to the civilized society for

the first time. Huck tries to adapt himself to fit in the civilized customs. Although Huck does not want to be like what the widow expects him to be, he tries his best to obey the widow. Additionally, Miss Watson, the widow's sister who lives in the same house, tries to teach Huck many things about religion and good manners. According to the story, the widow and Miss Watson represent civilized people. They believe that they provide Huck with good things like education. However, Twain, through Huck, presents that a formal education is not enough because children can also learn from their real life experiences. Huck is a child of nature, and he likes to explore things by himself. Joseph Claro states that Huck finds himself living in a house, wearing clean clothes, and eating meals on schedule-activities seem very unnatural to him. Therefore, living in controversial circumstances brings about Huck to have conflict.

Huck has conflict between civilization and freedom. Huck does not feel that he wants to be educated because he wants to have freedom. He is always fond of independence as mentioned earlier that he likes freedom, smoking and playing around. He is also untidy. Importantly, he does not want to be civilized, follow the rules or live in a tidy house. Huck explains, "she would sivilize me; but it was rough living in the home all the time (11)". Although, the women have positive attitude to teach Huck to live in better ways of life, Huck feels that he is dominated by these women, especially Miss Watson. Huck explains how Miss Watson always blames him when she gives him a lesson. Huck says,

I couldn't stood it much longer. Then for an hour it was deadly dull, and I was figety. Miss Watson would say 'Don't put your feet up there, Hukleberry ... Don't scratch up like that Huckleberry -set up straight' ... 'Don't gab and stretch like that Huckleberry - why don't you try to behave? (12).

This excerpt shows the relationship of Huck and Miss Watson. Huck finds that it is uncomfortable to follow commands of other people. Joseph Claro suggests that Huck

complains about Miss Watson trying to teach him spelling and manners. We can see that Huck is forbidden from what he wants to do. According to the story, the behaviors mentioned in the excerpt are common for Huck when he lived on his own. At that time, he could do whatever he wanted to. From Miss Watson's view, it can be implied that there are many rules for people who live in the society to follow. Once again, the story suggests that Huck has to obey rules all the time. Don C. Dinkmeyer states that children may express their needs, purposes or goals through their actions. This idea is true to Huck. However, in Huck's case, he wants physical relaxation, so he gives signal to Miss Watson to be aware that her teaching is too much. However, Miss Watson does not realize that her lessons irritate Huck. Therefore, she keeps on teaching him.

Apparently, it can be seen that Huck cannot fulfill his desires. First, his quest for freedom is not fulfilled since he is under control and is forbidden from doing everything. Second, Huck cannot fulfill his desire for love because he feels that Miss Watson does not love him, and she always blames and picks on him. At this point, it is important to point out that Huck moves to live with the widow's family because he may think that he can fulfill his desire for love which he cannot get from his father. However, what he gains there is not what he has expected.

Additionally, Huck feels that he loses his dignity because he is dominated. It leads him to feel uncomfortable. Leo Marx claims that the way that Miss Watson blames Huck is pecking and she is also a hot-tempered woman. Marx explains,

Remember who Miss Watson is. She is the Widow's sister whom Huck introduces in the first pages of the novel. It is she who keeps 'pecking' at Huck, who tries to teach him to spell and to pray and to keep his feet off the furniture. She is an ardent proselytizer for piety and good manners...(2).

This idea affirms that Huck is dominated. He is abused by Miss Watson. Huck does not like to be condemned, so he has to repress his feeling because he has to live in the same house as her. Moreover, Huck is not familiar with their life styles. Huck is forced to do whatever Miss Watson wants him to do. It is clearly seen from this excerpt that Huck is under control: "She told me to pray every day ...and she said the thing a body could get by praying was "spiritual gifts." That was too many for me (20)". It is obvious that Huck is not able to follow the teaching because it is not what he wants to do. Accordingly, Huck feels like he is imprisoned because he completely loses his freedom and dignity.

In short, Huck has anxiety, so he represses his frustrated feelings because he cannot reach social expectation which is against his own desires for freedom. The society, represented by Widow Douglass and Miss Watson, tries to civilize Huck in religion, manner and education. However, Huck is a boy of nature. He is always fond of freedom. When he moves to live with these women, he feels like a prisoner because he completely loses his freedom and dignity. These circumstances lead Huck to have frustration because he has the conflict between civilization and freedom. However, because Huck is a member of the society, he has to follow social norms, and he has to live in the widow's house where he does not like. Huck, consequently, represses his anxiety.

Obviously, no one can completely repress his feelings all the time. Huck finally discloses that he dislikes Miss Watson. It happens when Huck goes out with Tom and other boys to set a pirate gang which is the game that Tom gets from the book. The boys have to swear to keep the secrets of the gang. Those who break the rules will be killed as well as their parents. Huck is almost unapproved by other members because he does not have any parents. In fact, Huck has pap who is difficult

to find because he leaves home most of the time. Therefore, Huck has anxiety because he is afraid of being unaccepted. At this point, we can see that Huck is going to lose his sense of belonging, which is another human's basic need as proposed by Abraham Maslow. As Huck wants to be accepted as a part of the group, he represses his feeling and unintentionally proclaims that the gang can kill Miss Watson if he breaks the gang's rules. Huck says "I was most ready to cry; but all at once. I thought of a way, and so I offered them Miss Watson—they could kill her (17-18)". Superficially, it looks like a normal game for boys. Nevertheless, Huck shows the repressed hatred for Miss Watson.

According to the above discussion, it is apparent that Huck has realistic anxiety because his family cannot fulfill his desires, and he cannot reach the social expectation. In order to live peacefully and overcome difficulties in life, Huck unconsciously represses his feelings. However, it is found that Huck not only uses repression, but he also employs suppression to cope with his unpleasant feelings.

Suppression

Suppression is another defense mechanism that Huck employs to reduce his anxiety. Huck suppresses because he has to adjust to live in the society and has to overcome difficult situations. According to Kaplan, suppression is the way that a person controls his/her feelings. It serves the same purpose as repression but it associates with a conscious intention to put undesirable feelings out of mind. It means that repression happens unconsciously; however, we realize what we suppress because it happens consciously. Suppression is automatically used in order to suppress the frustrated feeling. In his work, *The Adventures of Huckleberry Finn*,

Twain puts his main character, Huck, in several difficult situations each of which leads him to have anxiety. Huck employs suppression to cope with his anxiety.

Huck has frustration because he is not allowed to lead natural way of life. In the story, we can see that wearing dirty clothes and swearing in rude words are not allowed in the society. He can eat only when the dining bell rings. He has to be careful about table manner. Above all, he is not allowed to smoke, while he likes smoking. When Huck really wants to smoke, he asks for permission. However, the widow and Miss Watson do not allow him to do so.

Pretty soon I wanted to smoke, and asked the widow to let me. But she wouldn't. She said it was a mean practice and wasn't clean, and I must try to not do it any more (12).

From this excerpt, we can see that Huck expresses his needs. Then he asks for permission from the widow to allow him to smoke. However, he is rejected and his desire is not fulfilled. Unfulfilled desire leads Huck to have frustration. Huck is always blamed when he wants to smoke. Huck learns from his own experience that smoking is unacceptable for the society he lives in; he suppresses his desire for smoking in order to live peacefully in the house.

Huck cannot suppress his desire all the time. He only suppresses his desire for smoking when he is with the widow or Miss Watson. When he is alone in his room, he smokes, "I set down again, a-shaking all over, and got out my pipe for a smoke; for all the house was all as still as death now (13-14)". He smokes at night when everybody is asleep. This is the way that Huck can fulfill his desire. When Huck can release his suppressed feeling, he feels more relaxed.

Additionally, the story shows that Huck uses suppression when he allows two con men to go on the raft. Huck and Jim travel on the raft, and accidentally they come across two men who proclaim themselves as a duke and a king. Huck thinks that these

two men are not good, and they may cause troubles on the raft. When the two con men say that they want to go on the raft, Huck reluctantly accepts them because he wants to keep peace on the raft. It is disclosed from Huck's explanation,

It didn't take me long to make up my mind that these liars warn't no kings nor dukes at all, but just low-down humbugs and frauds. But I never said nothing, never let on; kept it to myself; it's the best way; then you don't have no quarrels, and don't get into trouble ...I hadn't no objections, 'long as it would keep peace in the family... (125-126).

This excerpt shows that Huck suppresses his frustrated feeling because he does not want to be in trouble. He knows from his experience that these two men are not good. Moreover, Huck views the raft as a family in which he has to take care of. According to David Krech, Richard S. Crutchfield and Norman Livson, the use of defense mechanisms may not completely solve the problems. It may extend time for a person to find a proper way to solve the problems. In Huck's case, he has to accept the two con men although he knows that they are not good people. Later, he tries to find the way to get rid of them.

In addition, Huck has conflict all the time when he travels with the con men because those men ask him whether Jim is a runaway slave. Huck is afraid of being arrested and punished by the society because at that time there was the Fugitive Slave Laws (1793). However, he wants to protect Jim from the men. We can see that Huck has frustration from this expression, "They ask us considerable many questions ...was Jim a runaway nigger? ...Goodness sakes, would a runaway nigger run south? (126)". This situation makes Huck feels uncomfortable because he is afraid of being punished by the society for the assistance that he gave to a runaway slave. However, Huck suppresses his uncomfortable feeling and he replies, "No, they allowed he wouldn't. I had to account for things some way (126)". We can see that Huck faces difficulty, but he does not want the two men to notice his expression. In order to maintain peace on

the raft, Huck suppresses that he does not like the men and does not want them to go on the raft. Huck tries to find some ways to solve the problem by telling them a fake story about Jim and himself. Throughout the story we can see that Huck and Jim try to avoid them until the two men betray Huck by selling Jim to the Phelps' family.

As reviewed above, it is apparent that Huck uses suppression. The related factors for his suppression come from society, environment, and his experience. Obviously, Huck uses both repression and suppression to cope with his anxiety. Those mechanisms can ease his daily life. Additionally, apart from these two mechanisms, Huck employs rationalization to deal with his undesirable feelings.

Rationalization

Rationalization is another device of defense mechanism used by Huck. Huck rationalizes because he encounters conflicts, especially when he decides to help Jim. According to Kaplan, rationalization belongs to the mechanism of deception. It is the way that an individual gives reasons for doing something in order to be socially accepted or to avoid punishment, such as when making certain decisions. Rationalization is then built into an individual's behavior as a protective mechanism. When doing something, a person will come up with plausible reasons believing that he is not be blamed from such behavior. The user may not realize that he/she is twisting the facts to protect the self-esteem by the way of rationalization since it is quite unconscious. However, the overuse of rationalization may take a person away from the real problems that he/she may end up with crisis which cannot be solved.

Huck makes use of rationalization several times during his journey when he wants to help Jim. Actually, Huck and Jim escape from the community for some reasons. Huck does not want to be adopted, and he does not want to go to school. At this point, the story reflects that Huck does not want to be civilized. Besides, he wants to leave his abusive and cruel father. Jim, at the same time, runs away from Miss Watson because he knows he is to be sold. When they meet each other, Huck is very glad that he will not be alone on the island. Through Huck and Jim, we can see the development of brotherhood. They spend time together and share experiences both on the Jackson's Island and on the raft. Huck learns to understand the life of a slave and gradually changes his attitude towards slaves. Huck and Jim become good friends.

At first, Huck's perception of slavery is the same as other white people. A slave is a master's property. Huck says that Jim "was most ruined, for a servant". This idea demonstrates that Huck firstly supports the idea of slavery. Moreover, in the nineteenth century, black people were considered inferior. Black people were dominated by white people. Besides, the word "nigger" was used to show the inferiority of black people. It was widely used and accepted as a common word. This word is a prominent example of social discrimination that Huck is familiar in his society.

Twain reflects that Huck's perception of slavery is gradually changed. Huck and Jim travel on the raft along the Mississippi River, and they learn some experiences both on the river and ashore. Many situations make them understand each other. They cook, eat, play and take care of one another. Huck knows more about Jim because he tells Huck about his life. Through Huck's eyes, Jim is equal to everybody in the society. This idea is against the social norm at that time. Huck knows that

helping slaves to run away is unacceptable in the society as mentioned earlier. Huck starts to question whether Jim should be a slave or not?

At this point, we can see that Huck has conflict whether he should help Jim to run away or he should tell other people where Jim is. However, it can be seen that Huck experiences the power of brotherhood. Huck quests for love, care, understanding and freedom; Jim fulfills his desires. Moreover, Jim passes his experiences to Huck. He takes care of Huck like a father to a son. They both understand each other. The friendship bond between them is slowly developed. The story reflects that Huck encounters the struggle of the responsibility to protect Jim as a friend or the duty of a good citizen to tell the truth to the town's people. Huck decides to stay with Jim because he judges things through his eyes without prejudice like the older folks in his town. Here Twain reinforces the readers to believe that Huck is naïve because he lives outside the society's mainstream. Moreover, the fear for being left alone and the past suffering from his family help Huck to overcome his fear of damnation for not returning Jim. In fact, Huck quests for somebody who really cares about him as a person rather than as a simple play friend like Tom Sawyer. During the process of friendship development, Jim has proved that he fits this role. For example, he works to get Huck safe inside the cave and out of the rain.

However, Huck's conflict unconsciously haunts him all the time during the journey. Huck is not sure whether he should help Jim or not. He is afraid of being blamed. This feeling constantly stirs in his conscience so much that he cannot rest. His conscience, which is formed by the society where he has grown up, has influences on him. Huck states

...I began to get it in my head that he was most free—and who was to blame for it? Why, *me*. I couldn't get that out of my conscience, no how nor no way. It got to troubling me so I couldn't rest; I couldn't stay still in one place...(113).

This excerpt apparently shows that Huck has moral anxiety. This is related to moral development. According to Freud, there are three types of anxiety. Moral anxiety is one of those which come from superego. Normally, a person is afraid of moral punishment. The superego has been developed since a person is young. In Huck's case, he has developed his superego through social interactions which means that he believes quite similar to other people in the town, for example, the belief about slavery. On the other hand, during the journey, he learns a lot from Jim and thus has somehow developed his moral awakening. Huck views Jim as equal as other people in the society.

Then, Huck's conscience makes him realize that Jim is also a human being. Jim runs away because he needs freedom as a normal human being. Moreover, Huck himself also runs away because he does not want to be imprisoned by his cruel father. In this case, both Huck and Jim aim for the same goal – freedom. Having had conflict, Huck makes some rationalizations as the following:

I tried to make out to myself that I warn't to blame, because I didn't run Jim off from his rightful owner; but it warn't no use, conscience up and says, every time, But you knowed he was running for his freedom... (113).

This extract shows that Huck gives a plausible reason for himself. He rationalizes that Jim runs away by his own will; therefore, he should not be blamed. He does not steal Jim from Miss Watson. However, he cannot get rid of his conflict.

The story shows the conflict when Huck decides to send Jim back. He has anxiety. Huck provides plausible reason that trying to help Jim is wrong. Jim should be with his rightful master. Huck plans to set ashore and tells someone that Jim was with him. Huck says "My conscience got to stirring me up hotter than ever, until at last I say to it, 'Let up on me—it ain't too late yet—I'll paddle ashore at the first light

and tell.' I felt easy and happy and light...(92)". This excerpt shows that Huck's rationalization helps him overcome the conflict. He feels better afterwards. At this point, the story suggests that the social norm is more powerful than Huck's intuition. Therefore, he decides to tell other people where Jim is. However, on the way, he meets some slave-hunters. Once again, Twain shows his readers that Huck faces conflict, he hesitates for a moment and finally decides to protect Jim from the slave-hunters by telling them that Jim is his father who has smallpox (117). His effort of helping Jim also shows the development of a friendship bond. The reason to help Jim comes from his intuition. Jim is a human being and not a property.

Twain portrays Huck to face another conflict, when Huck finds out that the duke and the king, the two liars he meets during the journey, sell Jim to Phelps's farm. Huck is so worried about Jim that he cries. In this case, Huck cries because he is worried about Jim. He has a conflict in making a decision whether he should help Jim to reach freedom or let Jim stay with his rightful master. In order to reduce his anxiety, Huck gives a reason to himself that it will be good to have Jim back to his master where his family is. And, Huck rationalizes that Miss Watson does no harm to him, so he should not help her slave to run away. Additionally, it would be better for Jim to be reunited with his family rather than being a fugitive fleeing from the slave-hunters. Huck gives the reasons,

Once I said to myself it would be a thousand times better for Jim to be a slave at home where his family was, ...tell Miss Watson where he was. ... I was trying to make my mouth say I would do the right thing and the clean thing and write to that nigger's owner and tell where he was... (270).

Huck says he will do what is socially considered to be the right thing and the clean thing. This means that Huck is going to do the same way as normal-white people do to slave—slave is a master's property. He should send Jim back to his rightful master.

At this point, we can see that the social norm is so powerful that Huck cannot win over it. Therefore, he writes a letter to Miss Watson telling her where Jim is. After he has finished writing the letter, Huck's conscience reminds him that Jim is a normal person, the same as other people. Huck also thinks about his relationship with Jim on the raft. As a result, Huck has a conflict again.

Twain portrays Huck to have conflict again when Jim is sold to Phelps' farm. In this situation, Huck has to make a serious decision whether to help Jim or let Jim be a slave because the situation is different from the beginning of their journey. Huck, the first time decided to help Jim from the slave-hunters. At that time, Jim was with him. But, at the moment, Jim is about to be sold downstream again, and he is held in the Phelps' shed.

Having had conflict for some times, Huck comes up with many reasons he unconsciously gives to himself. First, Huck saves Jim once from the slave-hunters. Second, Huck thinks that Jim will be sold down the river anyway. Third, Huck realizes that he has a good relationship with Jim. Fourth, Jim admires and follows Huck. Jim protects and takes care of him like a father. Huck is Jim's leader along the journey. Lastly, Jim makes Huck feel valuable because Jim says Huck is the only one friend he has in the world (115). According to the story, we can clearly see that Jim fulfills Huck's desires. Therefore, losing Jim, for Huck, is the loss of a loved-object as proposed by Freud. The loss of a loved-object, certainly, leads a person to have anxiety. Similarly, Huck has anxiety because he was going to lose Jim. Consequently, Huck then decides to tear up the letter. He rationalizes that he had better go to "hell".

It was a close place. I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself: "Allright then, I'll go to hell"—and tore it up. It was awful thoughts and awful words, but they was said. And I let them stay said; and never thought no more about reforming (273).

Huck thinks that helping Jim is considered as “stealing” someone’s property. At that time, slave is a master’s property and worth an amount of money. Huck thinks about his relationship with Jim, so he decides to break the law of God. Huck, finally, decides to go to hell instead of returning Jim to his master. His decision is based on his own intuition including his experiences. He does not want to reenter the civilized world. Therefore, Huck, together with Tom, decides to help Jim escape from the Phelps. Jim, at the end of the story, is able to reach his freedom.

As discussed above, it reveals that Huck uses repression, suppression and rationalization to cope with his realistic and moral anxiety. The use of defense mechanism affects Huck’s self adjustment. The following section aims to discuss how these mechanism devices affect Huck’s adjustment.

The Contribution of Defense Mechanism on Self Adjustment

The employment of defense mechanism supports Huck to have satisfactory adjustment in many aspects. It does not only help Huck to overcome difficult situations, but it also helps him reach maturity.

Firstly, defense mechanisms help Huck live peacefully and reduce his anxiety. We can see from the story that whenever Huck has anxiety, he employs defense mechanisms to cope with it. According to Atchara Sukharom, defense mechanisms help release the feelings of tensions. In Huck’s case, it is repression that keeps Huck from unpleasant life. According to Kaplan, repression has interpersonal value. The frustrated feelings are still stored in his unconscious mind. Huck does not feel that his anxiety affects his life. However, the repressed feelings appear sometimes because it is the nature of mind that tries to reduce tension. Therefore, Huck lives peacefully.

Moreover, rationalization makes Huck feel better when he helps Jim. He does not feel it is a wrong thing to help a runaway slave.

Secondly, defense mechanisms help Huck have more time to find the way to solve the problem. According to Ernest R. Hilgard, defense mechanisms help extend time for an individual to find a way to solve the problems. It is apparent that Huck's repression supports him to live peacefully in the society until he fakes his death and escapes from the town. We can see that the faking death can be considered as Huck's best way to get out of the frustrating situations caused by pap and the society. Nobody realizes that Huck represses his anxiety. They think that he is murdered, and they try to find his body. Moreover, Huck adjusts himself to live in Widow Douglas' house where he faces conflict between civilization and freedom. Huck suppresses his anxiety because he is forced to change his natural character into the convention the widow demands of him. However, when he is alone at night, he shows his natural character through smoking, swearing and dressing in dirty clothes, as examples. It is obvious that he cannot behave like what he wants during the day or when the widow and Miss Watson are at home. Therefore, suppression can be seen as a survival strategy for Huck in the civilized community. We can see that both repression and suppression extend time for Huck to find some ways to solve the problems. Huck tries to escape from his pap and the society although he does not realize that he dislikes his pap and is invaded by the society. Huck, finally, fakes his death to get out of the society. Besides, Huck cannot smoke during the day, so he waits until night comes or when the Widow is away. Huck fulfills his desires by allowing his natural behaviors to have their own way.

Moreover, defense mechanisms support Huck to gain more experiences during his journey. Ernest R. Hilgard states that defense mechanisms lead an individual to experience new things. Throughout the story, it is seen that Huck suppresses his anxiety in some difficult situations. Like Hilgard's idea, Huck's suppression and rationalization take him to learn new things. In the widow's house, it permits Huck to assimilate civilized tradition such as going to church, having proper manners while dinning, dressing properly and praying. Although Huck does not like these disciplines, he suppresses his anxiety and tries to adjust himself. Since Huck is a boy of nature, he cannot always comply with the rules. Besides, he learns the dark side of people when he accompanies the con men on the raft. Moreover, his rationalization permits him to learn about Jim's goodness and supports him to develop morality.

Additionally, defense mechanisms help Huck learn to control his feeling and emotion. According to Rattana Yantip, a person who has satisfactory adjustment can control his feeling and emotion. Huck can control his feeling. He knows that his natural behaviors are not allowed in the civilized society. Therefore, he does not smoke or swear in the presence of the widow and Miss Watson. Additionally, although Huck knows that the con men can cause problems on the raft, he suppresses that he does not want to be with them in order to maintain peace. Later, he tries to escape from these men, but his plan is not successful until the men sell Jim to the Phelps' farm. We can see that Huck's suppression helps him to be able to control his emotion both in the society and during his journey.

Furthermore, defense mechanisms help maintain Huck's self esteem. Rationalization protects Huck from feeling guilty because he helps Jim to run away. Huck has conflict all the time about helping the slave which is considered unacceptable in the society. Having had many plausible reasons, Huck decides to help

Jim reach his freedom. Many reasons come from his own intuition that he learns from his experiences. Huck finally learns what is meaningful for him. He chooses to believe in what he judges by himself not to follow other people's rules. He feels that he has his own value inside himself, so gradually his self-esteem develops.

More importantly, Huck reaches freedom and maturity. Huck quests for freedom, and he escapes from the society for it. Huck finally reaches his physical and spiritual freedom. He is free from his father and also the mainstream of civilized custom. When his journey is over, Twain portrays that Huck has to go back to the society. He is new Huck whose attitude has been changed. From his pure mind, the discrimination between black and white people is not the criteria to judge good or evil in people. Equally, both slaves and masters are human beings. This shows that Huck has analytical thinking as proposed by Richard S. Lazarus. He also learns that friendship is worthy so he tries to keep it. Clearly, the Mississippi River does not only carry him to experience life and freedom, but it also takes him to maturity. Huck, as a member of the society, knows how to live a meaningful life in the society. He realizes what he likes and the society is not the place for him. Therefore, Huck decides to live his own life instead of being adopted by other people. He wants to spend his life on his own choice

CHAPTER 4

AN ANALYSIS OF EDWARD TUDOR'S DEFENSE MECHANISMS IN *THE PRINCE AND THE PAUPER*

The Prince and the Pauper is a story about the journey of a boy, Prince Edward Tudor. Interestingly, during the journey of life, Twain portrays Edward Tudor to face a lot of problems which lead him to have anxiety. Sigmund Freud suggests that anxiety is an obstacle of personality development, and defense mechanisms are psychological devices used to cope with anxiety. Twain finely creates his protagonist to employ defense mechanisms to cope with his undesirable feelings. According to Kaplan, when a person has undesirable feelings, he/she will automatically use defense mechanisms. These responses can happen anytime in a person's life. Specifically, one might be anxious to know what devices of defense mechanisms are used by Edward, what factors are related to his employment of defense mechanisms and whether the defense mechanisms that he used can develop his self adjustment. Therefore, this chapter examines the story in order to find the answers for these questions.

Several defense mechanisms are used in different situations by Edward because he has realistic anxiety which causes from his family and society. As the story develops, Twain gradually reflects how Edward employs defense mechanisms in his life. These defense mechanisms are repression, suppression and rationalization.

Repression

Repression is an unconscious process which shameful thoughts or painful experiences are removed from awareness or forced below the level of consciousness, and the user will not feel that the undesirable feelings interrupt his life. However, the unpleasant feelings are still stored in the users' subconscious.

Although, Twain's protagonist is a prince who practically has an extremely luxurious life, Edward is required to face a lot of frustrating situations both inside and outside the palace. As a result, Edward has realistic anxiety, and he consequently represses it.

After a long trace on Edward's life in the palace, it is obvious that his anxiety is related to his family background. Edward lacks love, companion and freedom, all of which he has longed for; however, he cannot fulfill his desires.

Apparently, Edward cannot fulfill his desire for love which causes him to have anxiety. According to Bernard J. Lonsdale and Helen K. Macintosh, love from parents is important for a child. He should feel that his parents love, want, and enjoy him (17-19). However, Edward does not feel that his father loves him because he seldom sees his father. Twain portrays that Edward's mother died when he was very young, and he lives with King Henry VIII, his father. Edward is royally nourished. Nevertheless, King Henry VIII does not have much time for his son although he loves his son. The story reflects that although parents are powerful or wealthy, they may not be able to fulfill their children's desires. For example, although Edward gets many luxurious materials, he quests for love and care from his father. The story suggests that Edward's life is different from that of other children. Instead of being with his parents, Edward has his servants to take care of him. Everything he wants will be fetched and set right in front of him.

It is important to note that parents and children should spend some time together in order that they can talk and share experiences. Moreover, parents can express their love, care and knowledge to their children. Unfortunately, Edward lacks this opportunity. For example, Edward is commanded to study hard. He has to learn many subjects such as history, Latin, French and Greek. The study takes all day long;

therefore, it is clear that Edward and his father do not spend much time together. As a result, the child cannot talk to anybody about his feelings; therefore, Edward keeps his feelings within himself and represses them because he has to live compatibly with others in the palace.

We can see that the social status of Edward and his father affects their relationship. Edward is controlled by his father and his social status. Because he is a child, he has to obey his father and regulations. Edward chooses to adjust himself by using repression.

Edward's repressed feeling is revealed when Tom comes into his life. Tom says that his father is very cruel, and the prince agrees that all fathers are the same including his father. Edward says, "Father be like, mayhap. Mine hath not a doll's temper (24)". Moreover, Edward mentions that his father is sometimes angry with him and hits him, "He smiteth with a heavy hand, yet spareth me; he spareth me not always with his tongue, though, sooth to say ... (24)". Edward thinks that his father is very powerful. He gives commands and orders people to be executed. As a result, when King Henry VIII dies, people say "The reign of blood is ended! (Twain 67)". According to Prawet Wasee, the relationship of family member is essential. Family is an important institute for a good society. On the contrary, Edward does not have good relationship with his family.

Moreover, Edward has anxiety because of the fact that he does not have freedom. Burrhus Frederic Skinner states that freedom is important for an individual, and he/she will fight for it. Those who have freedom will be satisfied, but they will have anxiety if they lose freedom. Like Skinner's idea, Edward quests for freedom. Sadly, he cannot fulfill his desire for freedom since he is controlled in his palace. Twain reflects "Edward took Tom to a rich apartment in the palace, which he called

his cabinet (23)". This shows Edward's attitude towards his palace that even though it is luxurious, it lacks freedom. Thus, it is like a cabinet. In other word, compared to a caged bird, Edward is a precious beautiful bird that is captured in a golden cage. Although Edward is a powerful prince, he cannot use his power to get freedom.

It is obvious that Edward's desire for freedom is not fulfilled because he has to comply with social expectation. Edward has to live under regulations because he is a prince and is in the process of training to be a good king in the future. As a result, he has to behave properly all the time. He is sometimes forbidden to do things he likes as he reveals "...strip my feet, and revel in the mud once, just once with none to rebuke me or forbid,...(25)". This affirms that whatever Edward does, someone will keep an eye on him to observe his behavior. Therefore, it leads Edward to have frustration. Besides, Edward is commanded to study hard and he is not allowed to go out without permission, so Edward has to be patient because he cannot resist his father. Living in these circumstances, Edward has anxiety, and he finally represses his feeling in order to have a peaceful life in the palace.

In addition, Twain presents his protagonist to be friendless, and this leads him to have anxiety. Edward deeply quests for companion although he has a good life as we can imagine. It is sympathetic for Edward who is like a royal prisoner in his own kingdom. He is psychologically and physically abandoned. He does not have any experiences about other children's lives. He never has experiences of playing with other boys. The only children he is familiar with are Lady Elizabeth and Lady Jane Grey. However, they do not talk and play with him except in classroom or royal meeting. Apparently, it is hard for Edward to live his life without friends. Edward has to repress his anxiety in order to live without troubles.

As discussed above, it is apparent that Edward employs repression to cope with his anxiety. According to Kaplan, repression is a way that a person forces undesirable feeling at an unconscious level so that he/she does not even know that the feeling exists. Similarly, Edward does not realize that he has anxiety due to the fact that he represses his undesirable feelings. Hilgard, as well as Kritsana Suksri, states that the common qualities of defense mechanism are self-deception, denial and disguise. Edward's repression is self-deception because all of his desires are stored in his unconscious mind, and they can be exploded if they are stimulated. In fact, Edward cannot repress his feelings all the time. His repressed feeling is revealed when he shares experiences with Tom Canty.

Tom not only fulfills Edward's desires, but his role is also a stimulator for Edward's repression. Tom is the only boy Edward meets and talks personally. Firstly, Edward's repression is aroused by Tom whom he accidentally meets while being hit by a soldier in front of the gate. At this point, Twain leads his reader to see the contrast between the two protagonists, one is in the highest rank of the society while the other belongs to the lowest. However, later, Tom becomes Edward's companion. We can see that Edward experiences the power of brotherhood because Tom shares his experiences about the life outside the palace with Edward. We can see the role of the two characters at this stage: Tom is a teacher who passes his experiences while Edward is a student who is eager to know and learn to have new experiences. It seems that they understand each other's desires. It strongly supports the idea that friendship of friends is necessary for a child to learn to develop his personality and socialization; however, Edward lacks this opportunity until he meets Tom. Therefore, Edward's desire for companion is fulfilled, and his repressive feeling is responded positively.

After they become friends, Edward reveals his repressive feelings in many situations through his conversation with Tom. At first, Edward is surprised because he finds Tom in a pauper dress which is totally different from his. Edward, who has never been outside of the palace, believes that every child dresses like him and leads the same way of life as he does. However, when he talks to Tom, he realizes the differences and wants to know about Tom's experiences outside his palace. He also wants to know about Tom's family. Edward feels very excited when Tom talks about his friends and fascinating games in Offal Court. Tom says to Edward,

There be punch-and Judy shows, and mokeys-oh, such antic creatures, and so bravery dressed!...We lads of Offal Court do strive against each other with the cudgel, like to the fashion of the 'prentices, sometimes (25).

From this expression, we can see that Tom is proud to share his experience of the shows and games that he plays with his friends with Edward. Moreover, this extract also shows us about children's nature. They like to play with their peers and create their own world. They are in their fantasized world when they play. Unfortunately, Edward does not have this experience. Apparently, Tom has a lot of friends. He also shows that he is very happy when he plays with his friends of the same age. He can play with his friends any time he wants to. Having heard Tom's experiences, Edward represses his desire to have the same experience as Tom has.

On the other hand, Edward cannot play like Tom because it is against the royal rules. He has to behave properly all the time. Total obedience is sometimes against one's will and can cause undesirable feelings. Unfulfilled desire may lead a person to frustration, so when Tom talks about the games he plays with his friends, the prince is even more excited. The prince shows that he really likes Tom's stories as shown through his facial expression, as it is described, "The prince's eyes flashed. Said he ...Marry, that would not mislike. Tell me more (25)". From this extract, it is clear that

Edward feels very excited. The more Tom talks about his game, the more Edward wants to know and wants to share the same experience that Tom has. At this point, the story clearly emphasizes on the power of brotherhood between the two characters, they share and learn from each other's experiences. Tom's experiences are even more meaningful for Edward because he is not exposed to the real situations as Tom does. Therefore, he learns from Tom's experience and wants to take part in the experience himself.

In addition, the prince shows that he really wants to play the game no matter how much it costs. He says to Tom "... 'Twould be worth my father's kingdom but to enjoy it once! (25)". From this statement, it is obvious that the prince reveals his enormous desire for playing. It is obvious that playing is important for children's personality development in the future. A child can learn from playing or games. According to Don C. Dinkmeyer, children's actions reveal their goals, desires and purposes. Like Dinkmeyer's idea, Edward's facial expression discloses that he wants to have friends and play like other children. Before he meets Tom, he lives in the palace without realizing his other desires and how to respond to them. Then, he is aroused by Tom's stories. At this point, the story affirms the interpersonal value of repression that the one who uses it will not realize the stored feeling because it is unconscious as can be seen from Edward.

Additionally, Twain portrays Tom to free Edward from his controlled life. Edward and Tom stand side by side in front of the mirror. Both of them look alike as if they were twins (25-26). At this point, the story explicitly reflects that all children are the same in terms of psychological development irregard of social status. At this point, it is obvious that the impulse of desire is more powerful that Edward cannot

resist it; therefore, he decides to switch his way of life with Tom's by exchanging their clothes and their roles. Then, Edward goes out and Tom stays in the palace.

At this point, we can see how naïve Edward is. He does not realize that his escape will bring trouble to him because he thinks of only joyfulness. The unawareness of Edward and Tom bring them to have big problem.

After Edward and Tom exchange their clothes, Edward goes out of the palace and Tom has to act as a prince in the palace. This situation shows that the prince can fulfill his desire for freedom because he can go out of the palace. At this point, Sripen Prasertsuk plausibly claims that Edward's escapade is the way that he fulfills his desire for freedom. The two boys think this is just a game, but the prince cannot come into the palace on time. Edward's troubles begin.

Unluckily, although they look alike, Tom's behavior is quite different from the real prince's. Other people can notice his strange behavior, and then they conclude that Edward becomes mad. King Henry hears about his son, and he orders the prince to see him. The king thinks that Edward is sick. In fact, that boy, to whom the king is talking to, is not Prince Edward, but he is Tom Canty in the prince's dress. However, from the king's conversation, it implies that Edward is commanded to study hard, "Overstudy hath done this, and somewhat too much of confinement. Away with his books and teachers... (35)". Therefore, the king, realizing that over study is the cause of Edward's sickness, commands that Edward stop studying, and be permitted to play and relax. The king says "Pleasure him with sports, beguile him in wholesome ways, so that his health come again (35)". From this extract, it implies that the king realizes what Edward really wants. The king commands his servant to entertain Edward with sports. We can see that over study is too much for a child to tolerate. From these situations, it is affirmed that Edward feels that he loses his freedom while living in the

palace because he has to do everything to comply with the rules. He cannot always do things against his desire for freedom and playing. Edward finally represses his unpleasant feelings because he cannot reveal his feeling to anybody including his father.

At first, Edward is very happy to experience the world outside the palace. Everything he sees outside is wonderful until he finds out that he has come too far away from the palace. He tries to get back, but he cannot remember the way. Edward gets lost, and this leads him to encounter new life experience.

Apart from family's background in the palace, Twain creates his protagonist to experience life outside the palace which is another factor for Edward's anxiety. As mentioned earlier, Edward steps out of his physical and mental boundary because he expects to feel free and enjoys good experiences like Tom's. Since the overprotection in the palace destroys his ability to survive, Edward cannot solve his problems.

First, Edward has frustration because he cannot find the way to go back to the palace. He tries to ask people, but nobody tells him. Moreover, he is mocked because he proclaims that he is a real prince. At this point, Twain finely reflects that power is not always useful in some situations. Edward's claim is not only useless, but also causes trouble because people chase him out of their houses and shout at him. For Edward, as mentioned before that he has never experienced life outside his palace, he does not know how to solve these problems. As a result, he has anxiety, and in order to protect his mind from a painful feeling, he represses it.

Second, Edward is mistreated by John Canty. According to the story, the only hope for Edward to get back is Tom's family. However, when he meets Tom's father—John Canty, he is seriously mistreated physically and mentally. Edward is hit and dragged along the way home because John thinks Edward is Tom. Edward's head

is bleeding. He suffers from this experience. Moreover, no one in the family believes that he is a real prince. In this scene, Edward has to face cruelty. Edward used to be in the overprotected position, but now he has to protect himself. However, he cannot protect himself because he does not have the ability to do so. The powerless prince feels that he loses his face and dignity. Edward apparently has anxiety which he cannot accept, and he represses it again.

It is important to note that Edward's repression drives him to dream at night. As a matter of fact, people cannot repress their repressed feeling all the time, it may be revealed in some ways such as dream. According to Freud, dream is an outcome of repression and is a way that an individual's mind uses to escape from the hazardous feeling stored in his mind. Clearly, Edward represses all of his unpleasant feelings he gains from his unexpected experiences. As a result, when he sleeps, he dreams.

Twain creates his protagonist to dream twice: when he is with John Canty and when he is with the outlaws, respectively. As discussed above that Edward gets lost and he is mistreated by John Canty. These experiences bring him anxiety, and they are too tough that Edward finally dreams when he sleeps.

...Ho, Sir William Herbert! Hie thee hither, and list to the strangest dream that ever. Sir William! Dost hear? Man, I did think me changed to a pauper, and—Ho there! Guards! Sir William! What! Is there no groom of the chamber in waiting? Alack, it shall go hard with ...(59).

The above citation reveals that Edward really misses his home and position. Edward cannot accept that he is outside the palace and that he is a pauper, including his threatening experiences during his journey. Therefore, these impulses drive Edward to dream at night. Besides, dream has interpersonal value as Edward's dream helps to protect and cure his mind because in his dream he is a powerful prince, and he is in the palace. But, when Nan, Tom's sister, wakes him up, Edward finds that it is not the dream any more, as he says, "Alas, it was no dream then! (60)". From this extract,

although it is only a dream, Edward's mind is satisfactorily fulfilled. Edward comes back to the real world when he wakes up after he has fulfilled his desire through his fantasy world.

Moreover, Twain has his protagonist dream again when he has to accompany the runaway outlaws. Twain describes Edward's dream,

But at night, in his dreams, these things were forgotten, and he was on his throne, and master again. This of course, intensified the sufferings of the awakening, so the mortifications of each succeeding morning of the few that passed between his return to bondage and the combat with Hugo grew bitter and bitter, and harder and harder to bear (138).

This citation explicitly reveals the roles of dream on Edward. Through dream, Edward forgets the tension he obtains from his frustrating experiences. In the real situation, he cannot escape from the outlaws but in his dream he can be on his throne again. Dream, according to Freud, can help a person feel better, like Edward, because it is a fantasy world which the person fantasizes it up for a while in order to step out from the real world. Similarly, dream can ease Edward's mind because it enables him to face the cruel world when he wakes up.

In conclusion, it is apparent that repression plays an important role in Edward's life. Edward represses his feeling because he has anxiety which comes from his family background and his unexpected experiences as discussed earlier. Repression has interpersonal value because it protects Edward from horrible feelings, and he can live peacefully in the society although his feelings are still stored unconsciously. The embedded feeling obviously shows through his daily conversations and dreams. However, apart from repression, the story reflects that Edward uses suppression to cope with his anxiety.

Suppression

Obviously, not only does Edward use repression, he also uses suppression. According to Kaplan, suppression is a way that an individual controls his/her feelings or impulses. It serves the same purpose as repression, but it involves the conscious intent to put things out of mind. It means the person realizes that something will be harmful, but he/she cannot escape from those things, then suppression will be employed to suppress undesirable feeling out of mind.

Twain portrays Edward to suppress his undesirable feeling because he faces unexpected experiences. When Edward has to live with John Canty and the outlaws, he becomes frustrated because he feels that he loses his royal dignity. The gang mocks and plays trick on him. When Edward proclaims that he is the king of England, he is mocked by the outlaws, especially, Hugo who plays trick and cheats him. Twain depicts that Edward has to learn to be patient, for instance, Hugo hits Edward and sometimes steps on his fingers. At this point, Edward is very angry but he cannot do anything because he does not want to be in trouble with Hugo, so he suppresses his feeling. However, there is a limitation of suppression; therefore, when Edward cannot suppress his feeling any longer, he fights back. From this situation, Sripen Prasertsuk claims that Edward employs aggression to cope with his anxiety. However, the researcher claims that Edward's aggressive behavior is the drive from his suppressed feeling accumulated to fight back Hugo who has constantly bullied him. Edward cannot resist the impulse to fight Hugo. As a result, he gets more trouble because Hugo hits him even harder.

In addition, Edward has to suppress his feeling again when he is mocked by the outlaws. One day the gang makes fun of him by pretending to admire Edward as a king. Edward first feels very happy to listen to the gang saying “Long live Edward King of England! (113)”. The gang later laughs at him while he is smiling happily and thinking that those people believe him. Then the gang calls him in the new name, “Foo-Foo the first, King of the Mooncludves (113)”. Moreover, the gang does more wicked things to Edward. He is crowned with basin and roped with a tattered blanket. He is set to sit on the barrel. Moreover, “they made a throne of mocking on the prince –‘Hale him forth and crown him! Robe him! Scepter him! Throne him! (114)”. In this scene, Edward has to face shameful situations. Undoubtedly, Edward feels he loses face and his dignity because he is a real prince. According to Sullivan, anxiety is related to interpersonal relationships and the feelings or attitudes of others towards the individual. Similarly, Horney claims that anxiety develops when a child has to build a defense against an environment that is unreliable, unjust and harsh. In Edward’s case, it is seen that the outlaws have negative attitude towards Edward. They think that he is mad and want to make fun of him. He feels that he is not safe, but he does not fight back. Actually, Edward has anxiety, but he has to suppress his feeling because he wants to avoid troubles.

In addition, it is important to note that defense mechanism can be learned from an individual’s experiences like what Kaplan mentions. Edward suppresses his feeling because he may get more troubles if he fights back. He learns the experience from fighting back with the boys at Christ’s Church. The boys hit him, and he hits them back. However, there are a lot of them. Therefore, Edward cannot fight them back, and he has got a lot of bruises. Besides, when Hugo makes fun of him, he fights back and gets more problems. Later, when he is once again mocked by the outlaws, he does

not fight them back. If he fights, the situation might be worse. He stays calm and suppresses his shameful feeling. Edward finally cries. Twain describes Edward's feeling,

...tears of shame and indignation stood in the little monarch's eyes; and he thought in his heart was, 'Had I offered them a deep wrong they could not be more cruel; yet have I proffered nought but to do them a kindness, and it is thus thy use me for it! (114).

From this citation, the shameful feeling that Edward has is hard to tolerate. It is clear that Edward suppresses his anxiety. He does not know what wrong he has done for the gang. He cannot express how he feels to the gang. At this point, it is seen that Edward realizes all the time that the situation is frightening, so he tries to suppress his feeling.

As discussed above, it is ascertained that Edward uses suppression to cope with his anxiety because he realizes that if he expresses his feeling or reacts to the gang, he will be in more trouble. As a matter of fact that suppression is a conscious strategy; Edward realizes his feelings all the time. Furthermore, at later stage when Edward experiences other situations that lead him to anxiety, he uses rationalization to cope with his undesirable feeling.

Rationalization

Rationalization is another device employed by Edward. According to Kaplan, rationalization is a way that a person deals with undesirable feelings by providing plausible reasons for doing or not doing something so that the person does not feel that he loses face or self esteem. It also gives a person a chance to learn new experiences.

Taking a trace on Edward's life, it is explicit that Edward uses rationalization in many situations during his journey. The first example that we can see his rationalization is when he is in the barn. At night, he stays in a farmhouse. He feels scared because he hears strange noises and sees strange lights. When he is going to sleep, he touches something soft. He first thinks it is a ghost. He cannot sleep and tries to find out what it is. Then he finds out that it is only a calf. At this point it is obvious that Edward has anxiety because of his environment at that time which Freud calls realistic anxiety. It comes from a threatening environment that a person associated with. In Edward's case, he does not know what the soft thing is and whether it is harmful or not. As a result, he has anxiety. Later, when Edward discovers that it is a calf, he feels ashamed of himself. He feels that he loses his face and royal dignity. Twain describes how Edward feels, "the king was cordially ashamed of himself for having gotten all that fright and misery out of so paltry a matter as a slumbering calf (120)". This excerpt reveals that Edward's royal dignity is embedded in his conscious all the time, so it makes him anxious. Being afraid of a calf is a shameful experience for Edward because he is powerful. Therefore, he tries to find some plausible reasons and make rationalization for himself that there must be something not a calf that scares him. Twain describes Edward's rationalization, "it was not the calf that frighten him but a dreadful nonexistent something which the calf stood for (120)". It is clearly seen that this rationalization makes Edward feel better. He thinks the calf must come from evil. If it is a normal calf, he is not afraid of it. Moreover, Twain again reflects Edward's rationalization "other boys in those old superstitious times would have acted and suffered just as he had done (121)". This extract discloses Edward's conclusion that all boys would have the same feeling as he did when they were in the

same incident. From these reasons, Edward does not feel that he loses face or dignity. He feels better to be with the calf.

Moreover, Twain creates his protagonist to experience the lowest condition. Edward does not have any food or friends. He experiences a hard time in life. Edward gives other reasons to make friend with animals. It is clear that Edward had had a desire for friends since he was in the palace. He feels so lonesome and friendless. Additionally, Edward learns the dark side of some people he meets during his journey. He tries to make friend, but most of the people are cruel to him and mistreat him, “he had been so buffeted, so rudely entreated by his own kind (121)”. This is the problem that Edward again cannot fulfill his desire for having companion. Therefore, he rationalizes and accepts the calf as his friend, “the king not only delighted to find that the creature was only a calf, but delight to have the calf’s company (121)”. Edward rationalizes that having a calf as his friend is better than having human as a friend because a calf is gentle and gives him no harm, “he was at last in the society of a fellow creature that had the least soft heart and gentle spirit (121)”. This reason can fulfill his desire that he wants to have a friend, and also he does not feel that he loses his dignity when he makes friend with a calf.

Another situation that shows Edward’s rationalization is when he is with the farmer’s family. Twain, at this point, puts Edward to experience a simple life of a farmer. However, since he never has this kind of experience before, it leads him to have anxiety. Edward stays over night in the farmhouse with his new friend, a calf. When he wakes up the next morning, he meets two children. The two children—Marery and Prissy find Edward and take him to their mother who is a widow. Edward tells her that he is a king. Unfortunately, she does not believe him, and she thinks Edward is insane. She asks him a lot of questions about the royal family. Edward can

answer all of her questions; however, the widow still does not believe him. She thinks he comes from a family of a royal servant, so she feels sympathized with Edward. She gives him food and allows him to stay with her family.

Edward has anxiety when the widow orders him to do housework. Edward feels very uncomfortable because he does not know how to do it, and doing housework is very shameful for the king. However, he cannot reject it, so he feels very uncomfortable. To protect his royal dignity, he tries to find a plausible reason and rationalizes that even the great king of England has done this kind of work, and he also can do it. Edward rationalizes,

...another English king had a commission like to this in a begone time; it is nothing against my dignity to undertake an office which the Great Alfred stooped to assume. But I will try to better serve my trust than he, for he let the cakes burn (125).

This excerpt shows that Edward makes rationalization when he has to do the task that he thinks is not what he has to do as a prince. The rational excuses enable him to feel better even though he has to be responsible for the housework. He does not feel that he loses his dignity. His reason helps to maintain self esteem because he compares himself to King Alfred of England. As a result, he tries his best to do the housework.

In addition, after the meal, he is ordered to wash all dishes. The prince stops for a while, and he almost resists it. Suddenly, he comes up with an idea and he starts making a rationalization for himself “Alfred the Great washed the cakes doubtless he would have washed the dish, too; therefore, will I essay it (126)”. It can be seen that at first Edward cannot accept that he is going to wash the dish because of his royal dignity. However, from this reason Edward can maintain his dignity because he rationalizes that King Alfred must have done this work also, and he feels comfortable to wash all dishes.

Apparently, although rationalization is unconscious, it is related to Edward's educational experience. Edward has to study a lot of things which are necessary for being a king. That is, unquestionably, why he knows King Alfred. If he is just a normal boy he may think of other people. Therefore, rationalization makes him feel better. Rationalization not only helps protect Edward's mind, but it also leads him to gain more experiences and become mature.

From the above discussion, it is clear that Edward uses defense mechanisms to cope with his realistic anxiety. Defense mechanisms are important for personality development. It is related to self adjustment. Using defense mechanisms, a person can develop either satisfactory adjustment or maladjustment. For Edward, defense mechanisms support him to have satisfactory adjustment in many ways.

Contribution of Defense Mechanisms to Self Adjustment

Using defense mechanisms, Edward has developed satisfactory adjustment in many ways. It is important to mention that defense mechanism has interpersonal value. In Edward's case, it serves to protect his mind from bad feelings when he lives in the palace. He does not feel that his desires for love, freedom and companion bother his life. He lives peacefully in the palace. Suppression and rationalization helps him to overcome the frustrating situations in life. To put in other words, defense mechanism eases Edward's life.

However, since defense mechanism is important for personality development, Edward learns and adjusts himself throughout the story. The character of Edward has been developed from the beginning until the end. Edward reaches both satisfactory adjustment and maturity. According to Richard S. Lazarus, a successful-adjustment

person must have analytical thinking, sociability, stability, confidence, personal relation and home satisfaction, and these qualities can be seen through the development of Edward.

Edward develops his sociability and personal relation. According to the story, it is obvious that Edward has difficulty adapting himself to other people at first because of his princely characteristic. However, when he learns from his experiences, Edward accepts the people he meets. Besides, Edward has good relationship with others. Because he is a prince, he accepts Miles Hendon as his royal guard. Although Edward has royal dignity, he is sincere to Miles Hendon and helps Hendon get his property back at the end of the story. Moreover, it can also be seen when he accepts the calf as his friend. He talks and understands the prisoners. Unquestionably, Edward understands himself and also other people at the end of the story.

Edward develops emotional stability, personal relation and confidence after he faces a lot of unexpected experiences of mistreatment and mockery. According to Rattana Yantip, a person who has satisfactory adjustment will be able to control his feeling and emotion. Similarly, Edward can control his feeling as it is seen when he is mocked by the outlaws and he learns from that situation. Besides, defense mechanisms help Edward gain more experiences. As Ernest R. Hilgard mentions, defense mechanisms can lead the user to have new experience. In Edward's case, rationalization brings him to have a chance to cook and wash dishes. Actually, he has never had these experiences before. Moreover, rationalization allows Edward to learn about simple life. He can accept a calf and he can accept his fate when he is in the lowest condition.

...pleasant thoughts came at once; life took on a cheerfuller seeming. He was free of the bonds of servitude and crime, free of companionship of base and brutal outlaw; he was warm, he was sheltered; in word, he was happy (121).

This is the first time Edward has friends and feels happy after he comes out of the palace. Therefore, rationalization supports him to share friendship with other people and learn to be happy with a simple life.

In conclusion, it is obvious that Edward is a mature prince. When the journey is over, he has to go back to his place. Although he is a child, he gains maturity—he has knowledge of life, feelings and responsibility. He also understands himself and others. Through his eyes, he learns how hard his people live under the injustice law of England. Therefore, when he gets back to his palace and becomes king, he changes the law so that it suits his people and they live happily in his kingdom.

CHAPTER 5

CONCLUSION AND DISCUSSION

Conclusion

The study of Huckleberry Finn and Edward Tudor's defense mechanisms apparently illustrates that both protagonists employ defense mechanisms to cope with their anxiety. Huck encounters both realistic and moral anxiety. Similarly, Edward has realistic anxiety. It is found that their anxieties force them to use defense mechanisms. Because of their effective defense mechanism's employment, Huck and Edward consequently overcome their undesirable feelings, threatening situations, and they have good adjustment and eventually reach maturity.

It can be concluded that there are two causes for Huck's repression. First, Huck represses that he dislikes his family because he has family problems. It is obvious that Huck is a broken home boy who is mistreated by his own father. From the previous chapter, Huck's family does not fulfill his desires. Huck quests for parental love while his father wants to control him as a property. Generally, the family is considered a place for safety and understanding; however, for Huck, it is the place that he gains painful feelings, especially from his brutal father. Moreover, Huck likes freedom, but his father locks him up in a cabin sometimes. Because Huck lives with conflicts in these circumstances, it is no doubt that he has anxiety due to his family problem. Huck has to repress his anxiety because he is forced to live with his father. He knows that if he runs away, his father will fetch him and punish him severely. He has been planning to flee from his father and has been waiting for a good opportunity to do so. The story illustrates that Huck dislikes his father and wants his father to die

whenever he is mistreated. The repressed impulse forces Huck to escape. Huck fakes his death in order to escape is a good evidence for his repression. Moreover, Huck's invented story about his disastrous family is a prominent example for his hatred to his family, especially his father.

The second cause for Huck's repression is the society. This study reveals that Huck has conflict with the society because he leads his life differently from those of the mainstream. Huck is a naïve boy who lives outside the mainstream of the civilized world. He is adopted by Widow Douglas who tries to civilize him. Living in the Widow Douglas's house, Huck is forced to learn civilized customs. He has to pray, dress properly and eat his meal at the right time when the bell rings. Moreover, he is forbidden to follow his own natural behaviors such as smoking and swearing. Besides, Miss Watson who is Widow Douglas's sister also tries to teach him to be civilized. Huck, on the other hand, does not want to be controlled, taught, and be conformed to any standards because he wants to live freely and naturally. As a result, living in difficult circumstances is against his will, so this leads Huck to be in anxiety. However, Huck does not want to put himself into trouble; therefore, he chooses to repress his anxiety in order to live peacefully in the society. Huck's repression is also used in some situations later. For example, when he wants to be accepted by other children, he offers Miss Watson to be killed because she is his patron. This proves that Huck does not like Miss Watson because she always blames him. It is supported by Leo Marx's idea that Miss Watson keeps pecking at Huck, and Huck has been suffered from being blamed. Therefore, Huck wants to liberate and live on his own. He decides to flee from civilized society and his cruel father.

Similarly, Edward Tudor uses repression for three reasons. First, his family forces him to have anxiety, and he represses it. Although Edward is a crown prince of England, his family cannot fulfill his desires. Edward quests for parental love, but his father cannot spend much time with him. Edward is not happy as we can see that he calls his palace a cabinet. Moreover, he says that his father is powerful. Edward does not have a chance to talk to his father. As a result, he has anxiety. However, he has to repress it so that he can live peacefully in the palace. Second, Edward does not have friends. Although he lives among a lot of people who are royal servants, he feels lonely. Because of his social status, other children are not allowed to come close to him. Although he has cousins, Lady Elizabeth and Lady Jane Grey, they do not play with him. They meet him only in the classrooms or at the royal parties. Undoubtedly, when Edward meets Tom Canty, they quickly become friends. Both of them experience the power of brotherhood. They learn and share life experiences with each other. Finally, Edward suffers from social expectation. As a crown prince, Edward is expected to be a good king. He is trained everyday. Everything he does will be witnessed by his servants. He has to live under regulations. Edward's private life is being trespassed including his freedom. He has to live like a prisoner in the palace. Therefore, Edward has anxiety, and he consequently represses it in order to live peacefully in the palace.

In addition, this study showed that both Huck and Edward employ suppression to cope with their undesirable feeling. For Huck, his suppression is related to the society and his experience. Huck has a conflict when the society tries to civilize him. Living in a new family, Huck is forbidden to do what he wants to do. It leads Huck to have frustration because he realizes that his behavior is unaccepted in the society, but he has to associate with other people. Hence, Huck suppresses his frustration. When

he is alone at night, he tends to do his natural behaviors again. It is the way that he can fulfill his desires whenever he is alone.

Furthermore, Huck's suppression is from his bad experience. Huck comes across the conmen, duke and king, while he travels with Jim downstream. Huck faces the conflict between leaving and accepting them. Huck wants to get rid of them because he knows that these men are bad. They can cause problems to him and Jim. However, Huck has to accept them because he wants to save the raft in peace and protect Jim. Huck suppresses his conflict and allows the two men to be with him on the raft. Using suppression, Huck is successful to protect his raft although he is betrayed at last. The men sell Jim to Phelps' farm.

Like Huck, Edward learns to suppress his feeling from his experience. Edward has to save his life from the outlaws. He knows that if he fights back, they will hit him hard. The outlaws often mistreat him during their journey. They hit him, mock him and play trick on him. Edward feels ashamed because he loses face and royal dignity. These circumstances lead Edward to have anxiety. He suppresses his feeling because he does not want to be in trouble. However, it takes Edward some time to suppress his anxiety. He also learns that every time he fights the outlaws, he gets serious hit. Gradually, he learns that if he wants to avoid trouble, he has to suppress his feeling—to tolerate such brutality so that he can avoid being mistreated.

The study also found out that rationalization is another device used by both Huck and Edward. Huck's rationalization is from his experience and moral awareness in helping Jim. After Huck escapes from the society, he has only Jim as his friend. Huck learns goodness of Jim and the evil of the white people. They develop their friendship bond slowly. However, Huck always has conflict because he is not sure whether to help Jim or to turn Jim in. Huck is afraid of being punished because

helping slave to run away is against the law. The story reflects Huck's conflicts and rationalization in many situations when he decides to help Jim. The plausible reasons that Huck provides for himself are developed from his morality and relationship with Jim. Huck's rationalization does not only help him to overcome his frustration, but also saves Jim from slavery.

Edward, on the other hand, uses rationalization from some factors. Edward's life is different from other children. The escape of Edward from the palace symbolizes his rebirth in the new world. He experiences new things. Edward longs for friends, so when he comes across the calf. He provides a plausible reason that the calf is better than human beings because he experiences all bad people. Moreover, when he has to do the chores, Edward provides a credible reason. He says to himself that King Alfred the Great has cooked and washed dishes as he does. From this reason, Edward can overcome his frustration even though at first he thinks that doing chores is against his royal dignity, and he feels shameful. Edward feels better after making rationalization. He finally cooks although he burns the food because he never cooks.

To compare Huck and Edward's defense mechanisms, this study revealed that both characters use the same devices: repression, suppression and rationalization when they have anxiety. The causes of their anxiety are similar. Their family background and society are the main causes for their anxiety. Both Huck and Edward encounter social expectation. Huck and Edward experience difficult situations that cause both of them to employ suppression instead of fighting back. Additionally, both Huck and Edward use rationalization for the same purpose. They have tried to provide reasonable reasons for their behaviors when they have conflicts.

More importantly, the use of defense mechanisms leads the protagonists to have satisfactory adjustments. Firstly, it helps Huck live peacefully and reduce his anxiety. It is clearly shown when Huck lives with his brutal father and with Widow Douglass. Secondly, it helps Huck to have more time to find some ways to solve the problem. Huck tries to get rid of the duke and king although he is not successful. From Huck's experiences, he makes a rationalization to himself to help Jim. Huck learns good side and bad side of people. Additionally, it helps Huck learn to control his feeling and emotion. Huck suppresses his desires to behave naturally: smoking, swearing, wearing dirty clothes and eating, which are considered bad in the civilized society. Finally, it maintains Huck's self esteem because he does not feel guilty for helping a runaway slave, Jim.

Similarly, defense mechanisms help Edward live peacefully in the palace. We can see from the story before Edward meets Tom that he never expresses his desires and lives quietly. In addition, defense mechanisms help Edward develop his sociability and personal relation. After a long journey, Edward can accept other people. Edward develops emotional stability and confidence. He can control his feeling for not fighting with the outlaws. Although he later loses his control and fights against them, he can calm down his feeling quickly. He feels better afterwards.

Apparently, both Huck and Edward successfully reach freedom and maturity. Huck is free from the boundary of civilized society and his cruel father. Huck becomes mature because he understands life. He learns that black and white do not assure human's goodness or evil. In Huck's view, everybody is equal. Huck knows what is meaningful for him, so he decides not to be adopted by Aunt Sally at the end of the story. Like Huck, Edward gains more experiences to understand life. He learns to live a simple life. Moreover, he knows what makes him live a meaningful life.

Edward becomes a king at the end of the story, and he dedicates himself for his population.

It is important to note that both characters have difficulty reaching their maturity. The stories illustrated that both characters are from different backgrounds; therefore, they learn about life differently. Both characters fulfill their desires by escaping from their society. In doing so, they do not realize the effect of their decisions. They just want to do what they want to.

Huck fulfills his desire by escaping from the society and his father. However, for Huck, it is not difficult for him to adjust himself to new environment because he is familiar to living in nature and having hard time with his father. Therefore, it can be seen that he feels more relaxed at first looking at other people searching for his dead body. He is good at fishing, so it is no doubt that Huck can earn his own food. As a child's view, Huck does not know what will happen when he is alone. Later, he has other problems: helping Jim and dealing with the conmen. Huck learns quickly from his experience how to handle bad situations. When he has anxiety, Huck employs defense mechanisms, and he can overcome his anxiety easily.

Unlike Huck, Edward fulfills his desire by exchanging life with Tom, and he escapes from the palace. We can see that Edward is naïve because he does not have any knowledge about the outside world. He does not have analytical thinking because when he listen to Tom's story, he feels impressed and believes Tom quickly. As a child's view, he foresees only the happiness he will gain. He does not think that he will be in the same situation as Tom. Besides, Edward does not anticipate problems because Tom acts as a prince in the palace. Edward just only wants to fulfill his desires. When he is outside the palace, he feels happy at first. It can be said that Edward falls down from the heaven because he comes from the highest position to the

lowest range of social status. He does not prepare himself or even think about the real life's problems that he is going to face. Therefore, when he faces problem, he suffers a lot more than Huck does. However, when he has anxiety, he employs defense mechanisms. Gradually, he learns and develops himself from his experience. Edward has a hard lesson because he has to learn everything from his experience. Finally, he can deal with his anxiety.

We can see that although both Huck and Edward can reach their maturity, Edward tends to suffer more than Huck because he has never experienced the real life outside the palace while Huck gets used to living a simple life.

Discussion

A long tracing on Huck and Edward's lives through this research discloses that people can have anxiety as well as Huck and Edward. They are good examples for people who use defense mechanisms to cope with their undesirable feelings. Although they are from different backgrounds, they tend to respond to anxiety similarly.

The research suggested that wealth is not a criterion to assure children's desirable fulfillment. Like Huck, some children grow up like parental properties. The parents abuse their own children. Huck is a prominent example for a person who represses in order to survive in a broken family. On the other hand, Edward is a good example for wealthy child who suffers from his family. Similar to Edward, some children may have many luxurious things except parental love. Therefore, the research emphasized that parental love is important for children. Lacking love leads many children to have anxiety and each has his own way to cope with it.

Additionally, the research showed the power of social norm and social status. Huck and Edward repress their anxiety because they have conflicts with social norm. The mainstream of society tends to state that children have to follow adults' suggestions, and they are required to behave what adults considered being appropriate. We can see that both Huck and Edward have to follow other people's commands which are against their own desires. Huck does not want to be civilized while Edward is bored with living under many regulations. When the society invades their lives, their freedom is totally taken. However, repression helps them to live peacefully in the society. In our society, sometimes children are expected to be something that adults want them to be even though they do not want to be. Like Huck and Edward, those children may repress their anxiety in order to live peacefully.

It is important to keep in mind that defense mechanisms have both good and bad effects. According to Kaplan, the moderate use of defense mechanisms is good because they help protect users' mind. However, the overuse of defense mechanisms is bad because users will be dominated and lose self. Huck and Edward use repression moderately, so they can come back to the real world and understand themselves. Unlike the two protagonists, children as well as adults in our society may not be able to get back to the real world. They may be dominated by defense mechanisms and have mental illness.

Apparently, Huck and Edward are good examples for those who run away from home. The escape of Huck and Edward is from their inner impulses that they want to fulfill their desires for freedom. Finally, both of them encounter many difficulties in lives. In nowadays society, a lot of children run away from home for many reasons. They do not realize what will happen when they live on their own. Like Huck and Edward, some children are naïve for the real world. When some

children have problems, some of them tend to respond them negatively. For example, some tend to use drug or overuse defense mechanisms like repression, and they eventually become insane.

As important as repression, the research emphasized the value of suppression. Both protagonists survive in bad circumstances because they know how to suppress their feelings. Huck suppresses his anxiety because his behaviors are inappropriate in the civilized society. In addition, he has to protect his raft and Jim; therefore, he suppresses his hatred toward the conmen when he allowed them to be on the raft. Huck is a good example of a person who knows how to deal with difficulties. For Edward, although he suppresses his anxiety from the outlaws, he loses his control at last. It leads him to be in trouble but he can survive somehow, and later he learns the lesson from his accumulated experiences. This research implied that, like the protagonists, some people can succeed in suppressing their feelings when it is necessary but some cannot.

Lastly, in the real world, people rationalize sometimes like Huck and Edward. Both of them provide plausible reasons when they face frustrations and conflicts. Rationalization helps them overcome anxiety and leads them to experience new things and new people. Like Huck and Edward, people may rationalize in order to do something. Sometimes, people are not confident to do things, so rationalization can ease their mind and supports them to experience and learn new things.

Through Huck and Edward's lives, we can see that there are two important symbols in the two novels. The first is The Mississippi River where Huck traveled and learned about life. Another one is the land where Edward traveled and learned to understand himself and other people. The river represents freedom because it flows freely and is not occupied by man, while the land represents burden. Edward, unlike

Huck, has a big burden because he is going to be a king. He cannot get rid of his royal dignity. Edward's search for freedom within his territory is like Twain prepares his protagonist to be ready for the new role when he becomes a king. For Huck, he is free because he does not have to comply with anything; therefore, Twain portrays him to learn life along the river. They are from different background, so they have different responsibility.

Additionally, Huck and Edward can be called as heroes. According to Joanne "Jo" Rowling (2008), the heroes or heroines are not the one who can use powerful magic but those who demonstrate most kindness, commonsense and ingenuity (Introduction, xiii). They overcome both internal and external difficulties in their lives. Huck, the lowest ranked boy, can free a slave. His role is impressive and powerful. Similarly, Edward is required to step out of the royal boundary in order to learn life, and he comes back as a hero because he is a good king.

Moreover, it is important to notice that although both novels have happy endings, Twain tends to teach readers about the journey of life. At the end, the protagonists are mature. Children not only have physical development, but also they have mental development. The two protagonists are good examples of children who have mental development. Both experience many difficult circumstances. They have to deal with their undesirable feelings. Huck and Edward understand themselves. Although they use defense mechanisms, they can come back to the real world and reach maturity. In the problematic world, most people are not lucky like these two protagonists. Many children are dominated by defense mechanisms. In the society, it is everybody's responsibility to help children overcome problems by themselves. Adults should try not to control children like what Pap, the widow and Miss Watson did to Huck. Besides, parents should try not to overprotect a child like what King

Henry VIII and his subordinate did to Edward. Children should have an opportunity to act, think and share experiences. Certainly, all of us do not want our children to confront bad experiences like Huck and Edward.

Suggestion for Further Studies

Defense mechanisms are parts of our life; therefore, there are many topics that worth exploring. The following topics are recommended:

1. Mark Twain is well known for his children's literatures. There should be a study on child protagonists' defense mechanisms in other stories such as *The Adventures of Tom Sawyer* and *Pudd'nhead Wilson*
2. There should be a comparative study on defense mechanisms in Mark Twain's works with that of other writers.
3. Defense mechanisms are parts of humans' behaviors. A study on characters' defense mechanisms in other stories might be beneficial.
4. According to Luis Kaplan, sex makes the difference in using some devices of defense mechanisms. There should be a study on defense mechanisms used by male and female characters in other stories.
5. There should be a study on defense mechanisms based on other psychologists' theoretical framework such as Sigmund Freud, Anna Freud and Luella Cole.

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