

Tribhuvan University

Journey From Innocence to Experience in Harper Lee's *To Kill a Mockingbird*

A thesis submitted to the Department of English, Kathmandu Model College in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in English

By

Rabin Khadka

Symbol No.: 4460004

T. U. Regd. No.: 6-2-364-232-2009

Department of English

Kathmandu Model College (KMC)

Bagbazar, Kathmandu

October 2020

Tribhuvan University
Kathmandu Model College
Bagbazar, Kathmandu

Letter of Recommendation

Rabin Khadka has completed his thesis entitled “Journey from Innocence to Experience in Harper Lee’s, *To Kill a Mockingbird*” under my supervision. He carried out his research work from 2019 to October 2020. I hereby recommend this thesis to be submitted for viva voice.

Supervisor

Nabaraj Dhungel

Tribhuvan University
Kathmandu Model College
Bagbazar, Kathmandu

Letter of Approval

This thesis, entitled *Journey From Innocence to Experience in Harper Lee's To Kill a Mockingbird*. Submitted to English Department, Kathmandu Model College by Rabin Khadka has been approved by the undersigned members of the Research committee.

Members of Research Committee:

Internal Examiner

External Examiner

Coordinator

Principal

Date _____

Acknowledgements

I would like to express my immense pleasure and sincere gratitude to my respected supervisor Mr. Nabaraj Dhungel, lecturer of Kathmandu Model College (KMC) Bagbazar, Kathmandu for providing me ample opportunities and facilities for the completion of this thesis. I would also like to heartily thank my teachers for providing me precious suggestions and guidance. This thesis would not have been possible without their help. Their proper advice and support have helped me accomplish my work on time.

I am grateful to the principal of Kathmandu Model College (KMC) Mr. Surendra Subedi and all the teachers of M.A. English Department For their insights and feedback provided to me during my research period.

I also want to express my thanks to my family members for their inspiration and constant support. Most importantly, thanks to all my friends near and far who have been there for me to complete this thesis directly and indirectly.

October 2020

Rabin Khadka

Journey From Innocence to Experience in Harper Lee's *To Kill a Mockingbird*

Abstract

The Major thrust of this research is the exploration of the moral nature of human beings that is, whether people are essentially good or essentially evil. The Coexistence of Good and Evil: The research shows the reader the transition of Scout and Jem from innocent children, when they assume that all people are good, to a more adult perspective where they encounter evil, prejudice and hatred. This research approaches this question by dramatizing Scout and Jems transition from a perspective of childhood innocence, in which they assume that people are good because they have never seen evil, to a more adult perspective, in which they have confronted evil and must incorporate it, into their understanding of the world. As a result of this portrayal of the transition from innocence to experience. One of the most important themes involves the threat that hatred, prejudice and ignorance pose to the innocent. People such as Tom Robinson and Boo Radely are not prepared for the evil that they encounter, and as result they are destroyed. Whereas Scout is able to maintain her basic faith in human nature despite Toms conviction, Jems faith is Justice and in humanity is badly damaged and he retreats into a state of disillusionment.

Keywords: Psychology, justice, quality and justice, innocence, transition, institutional racism, prejudice.

This research analyzes child psychology in Harper Lee's *To Kill a Mockingbird*, a story of innocence and sincerity of children. It depicts the vivid picture of racist society in which all activities of a person in the society are determined by its social background and judged with racial perception. Through the young eyes of Scout and Jem Finch, Harper Lee explores the relationship between justice and social background of the person. When evil factors have sharp impact on

life, innocence becomes weakness but innocence is purity in the narrative and Bob Ewells's attitude towards Jem and Scout can be analyzed as evil factors. The major objective of this research is to explore the relationship between justice and social background of the person. Similarly, it also studies the child psychology, their perception of equality and justice. Likewise, it focuses on how children in the fiction make their journey from innocence to experience using theoretical concept from child psychology. This research claims that the transition period from innocence to experience is tough and dangerous because a person cannot guess what is happening next to him and simply may be ignorance and indifference about hazards that is likely to enter in life. So, child psychology portrays child as synonym to innocence. To support this claim, the researcher brings ideas of Erick Erikson, Jean Piaget and L.S. Vygotsky.

Harper Lee's *To kill a Mockingbird* is a story of a six-year-old Scout Finch who lives with her older brother Jem, and her widowed father, Atticus in the town of Maycomb, Alabama, in the middle of the great depression. His father Atticus is a lawyer who makes enough to keep the family comfortably out of poverty but he works long days. He relies on the family's black cook, Calpurnia, to help raise the kids. Scout and Jem spend much of their time creating and acting out fantasies. That year, Atticus is appointed by the court to defend a black man, Tom Robinson, who is accused of raping Mayella Ewell, the daughter of a poor, notoriously vicious white man named Bob Ewell. Racial tensions in Maycomb flare. Scout and Jem become targets of abuse from schoolmates, neighbors, townspeople, and even some family members. The day before the trial, a mob surrounds the jail where Tom Robinson is being held. Scout, Jem and Dill, who have snuck out of their house, join Atticus, who anticipated the mob attack. At the trial, Atticus presents a powerful defense of Tom

and makes it clear that Ewell is lying. The children sneak into the trial and watch the proceedings from the balcony, where the black people are forced to sit. Jem is sure that Atticus will win the case, but the all-white jury still convicts Tom. Jem is particularly shaken by the verdict, and his faith in justice is even further shaken when Tom tries to escape from prison and is shot and killed. Even though Robinson was convicted, Ewell is furious that Atticus made him look like a fool. One night, as Jem and Scout walk home alone from a Halloween pageant, Ewell attacks them. Jem's arm is broken, but someone rushes in to help. In the scuffle, Ewell is killed. The man who saved Jem and Scout carries Jem home, and Scout realizes that the man is Boo Radley. Heck Tate decides to keep Radley's involvement in Ewell's death quiet, and Scout walks Radley home. As Scout stands on the Radley porch, she sees the world as Boo must see it. When she gets home, Scout falls asleep as Atticus reads to her at Jem's bedside.

Harper Lee's *To Kill a Mockingbird* is one of the most successful American novels in history. Set in the 1930s, it is the story of a fictional white lawyer, Atticus Finch, who represents a falsely accused black man, Tom Robinson. Told through the eyes of Atticus' daughter, Scout, the book introduced readers to race relations and justice in the south. Atticus defends Tom, and at one point stands up to an angry mob looking to lynch him. As a result, Atticus has been held up as a role model for young lawyers. As previously stated, the book does not have overt medical themes; nonetheless, there are lessons to be gleaned.

In light of current events, the book should serve as a clarion call for racial and social justice. Most significantly and often overlooked is the fact that the falsely accused black man is found guilty and imprisoned. As a result of the wrongs heaped

upon him, Tom is full of despair and attempts to escape from prison. As he does so, he is shot 17 times in the back.

While the novel has been praised for its depiction of Atticus' moral character, further analysis reveals deep flaws. Careful reading reveals Atticus to be racist, and racism, segregation, and a caste system are displayed throughout the story.

“The Mockingbird” is written from a white privileged perspective. In acknowledging this simple fact, there is recognition that systemic racism has been present in our society for far too long. In medicine, we have begun to discuss, study, and address disparities in health care outcomes. For example, in the current pandemic, black Americans are disproportionately infected and die from COVID-19. Disparities in health care outcomes are not new. Black women are 3 times more likely to die of pregnancy-related causes than white women, the infant mortality rate among black infants is twice that for white infants, and black Americans are more likely to die from cancer and heart disease. The notion that genetic differences account for these different outcomes has been disproven. We now know the underlying causes to be social determinants of health and systemic racism. We have much work to do to undo the institutional racism woven into our society's fabric. Those of us fortunate enough not to have suffered the effects of our country's institutionalized racism must recognize and acknowledge how hard it is to grow up black in our society. Everyday reminders include being unfavorably singled out and treated differently, being pulled over while simply driving, being followed suspiciously simply upon entering a store, being subject to unfair hiring and promotion practices, and the everyday panic when a family member comes home late worrying whether the delay is simply traffic or some awful racist act. These are common occurrences for those who have evaded incarceration and murder because of their skin color.

How far have we come since *To Kill a Mockingbird* Sadly, 60 years later we continue to witness racial profiling, lack of opportunity, and prejudice for American citizens based upon their skin color. Police actions and judicial practices have unfairly targeted blacks and have resulted in the mass incarceration of young black men. Institutional racism persists.

Racilization and categorization of our fellow human beings is a social construct, without which certain groups cannot be oppressed. Each one of us, both professionally and personally, must decide what action we are going to take to address disparities in health care and their root cause, institutional racism. Doing so will require grace, humility, and a growing sense of responsibility.

The novel *To Kill a Mockingbird* covers three years. Scout and Jem are innocents with an uncomplicated sense of what's good and what's evil. But by the end of the book, the children have lost their innocence and gained a more complex understanding of the world, in which bad and good are present and visible in almost everyone. As the children grow into the adult world, they don't just accept what they see. They question what doesn't make sense to them that is prejudice, hatred, and violence. So, while *To Kill a Mockingbird* shows three children as they lose their innocence, it also uses their innocence to look freshly at the world of Macomb and criticize its flaws.

Like every kid growing up, Scout attends school for the first time. But rather than contribute to her education, Scout's school is depicted as rigid to the point of idiocy. The teacher criticizes students who got an early start on reading and hate the Nazis but can't see the racism present in their own town. *To Kill a Mockingbird* does not so much explore standardized school education as condemn it, showing how it emphasizes rote facts and policies designed to create conformist children rather than

promote creative critical thinking, sympathy, and mutual understanding across racial and socioeconomic boundaries.

As the novel encompasses different issues since its publication, *To Kill a Mockingbird* has been enormously popular with reading public. *To Kill a Mockingbird*, a novel that was sufficient to make its Harper Lee (1926-) the winner of the 1961 Pulitzer Prize for fiction. Much appreciated for its author's ability to weave together the vivid eccentric characters of a small town, the observation of a small but sensitive child and a plea for social justice, the novel has accumulated a variety of criticism since its publication in 1990. The novel has been viewed from different perspectives. Many reviews lauded the book as a poignant and insignificant exposes of social reality of the South, and a powerful rendering of modern heroism. For Laurie Champion, the novel generates new meanings of "right" and "left" ordinarily used for "opposing spatial direction" (234). She sees that they "suggest . . . virtue and . . . inequity" respectively (123). The importance, according to her, of the meaning of these two categories can be seen in the trial scenes of the novel. She writes

"Connotation of "right" and "left" play a crucial role during the climatic trial scenes . . . Directional words 'right' and 'left' are repeated, emphasizing the dichotomy [of virtue and inequity. The term 'left' also denotes what remains what is 'left' of something and 'right' denotes the humanity . . . [Both refer to] harm . . . and humanity [respectively]" (234-236).

Tom Robinson's physical handicap of cripple left arm – the arm having been "caught in a cotton gin" at the age of twelve- is emphasized in Lee's novel as a factor which should have resulted in acquittal or at least serious doubt not only concerning Tom Robinson's ability to choke and rape Mayella Ewell but to produce the kind of injuries she suffers on the right side of her face.

Another critic, Donald F. Roden, viewing the novel, as a "story of experience" (54), analyzes how children learn the evils of the adult world as they are about to enter it. They find the world of adults full of injustice. As per him:

The theme of the novel may be extended even further than either the racial issue or the idea of trying to see the other person's point of view. For the three children, this is the story of initiation. At the beginning, he is an unsophisticated boy but before the story is finished, he has learned much about the way of adults. Thus, we might say that the theme of this novel is evil seen through the eyes of innocence. The principal evil, of course is that worked upon Tom Robinson. It is performed by the adults of Maycomb. The innocents are the three children Jem, Scout and Dill. As the story progresses they learn more about the adult world until finally each child has his own reaction to it. (55)

In this way, the exploration of the moral theme of human beings that is, whether people are essentially good or essentially evil is achieved by dramatizing Scout and Jem's transition from a perspective of childhood innocence in which they assume that people are good because they never seen evil, to a more adult perspective, in which they have confronted evil and must incorporate it into their understanding of the world.

Steven Lubin in his attempt to reconstruct the major character, Atticus Finch a lawyer who despite being a white defends a black man, and a much admired figure for his belief in humanitarian causes, argues on "the possibility that Atticus Finch was not quite the heroic defender of an innocent man wrongly accused" (1340). He generates several questions and sets them as premises of his arguments that are generated after a deep concentration on the trial scenes of the novel. The questions are:

But what if Atticus is not an Icon? What if he was more a man of his time and place that we thought? What if he were not a beacon of enlightenment, but just another working lawyer playing out his narrow determined role? . . . what if she rally was raped or nearly raped by Tom Robinson?" (1340)

He further says that the advocate's job is to provide the jury with reasons for an acquittal. He declares, "Mayells lied, perhaps in fantasy, or out of spit, or in shame, or as a result of sexual frustration or may be just because she was confused" (1353). As he remarks, "no real life lawyer has done more fo the self- image or public perception of the legal profession than the hero of Harper Lee's *To Kill a Mockingbird*. For nearly four decades, the name of Atticus Finch has been invoked to defend and inspire lawyers, to rebut lawyer's jokes, and to justify (and fine- tune) the average system" (1357). After a long discussion on every aspect of the legal scenes of the novel he concludes that:

The moral problem is more difficult, if not intractable. Whether Tom was innocent or guilty, Atticus no doubt fulfilled his obligation under the standard conception of professional ethics. But that only brings us directly to the hardest question of all. Is Atticus still a hero? . . . I am able to see the social values to vigorous defend and I can appreciate the principle that all –even the guilty and especially the despised- must be defended. But the willingness to rely upon cruel stereotypes, to play the "gender card" should be criticized not applauded. (1361-62)

But James Barton sees a necessity to reexamine the novel "not because it fails to live up to the empathetic ideal that its canonical status suggests, but because of its treatment of empathy, particularly in relation to the opposing principle of professional detachment" (1682). From a lawyer's perspectives the critics sees the application of

empathy as a hurdle for the professional effectiveness of a lawyer, Atticus Finch, in the novel. But when empathy functions it bridged the gap between what is professional and what is personal. He says, "in other words, ritualized empathy makes a personal emotion professional and vice versa" (1702).

Don Burther, another critic sees Lee's work with a rare compassion that makes her novel soar. For him, it is the best contemporary novel he has read since 1939. The critic here emphasizes the ability of the author to write with sympathy. Similarly, the critic Guillaumin defines from racial perspectives for him, race is:

Race is a political and cultural move which can never be neutral, given the facts. Race is a social category of exclusion and murder. It continuous to provide the backbone of some ferocious system of domination . . . The idea, the notion of race is a technical mean; a machine, for committing murder, and its effectiveness is not in doubt. It is a way of rationalizing and organizing by murderous violence the domination of powerful social group over other groups reduced to powerlessness. (361- 62)

The above mentioned critics have concentrated their views on the different aspects of the novel but none of them has sufficiently focused on its adopting from innocence to experience issue. Because of the conscience of a town steeped prejudice, violence and hypocrisy is pricked by the stamina of one man Atticus Finch's struggle for justice. Humans are characterized simply as creatures of goodness of creatures of evil. The major motivation to make people evil is their social and cultural background. Likewise, additional contribution and support is provided by educational and economic status to furthermore childhood innocence, perception of Justice's lessons of morality and virtues are emphasized rather than hatred and prejudices and other evil factors. When evil factors have sharp impact on life, innocence becomes weakness but

innocence is purity in the narrative and Bob Ewells's attitude towards Jem and Scout can be analyzed as evil factors. Similarly, the transition period from innocence to experience is tough and dangerous because a person cannot guess what is happening next to him and simply may be ignorance and indifference about hazards that is likely to enter in life. So, it portrays the theme of transition of children from innocence to experience and remains a provocative issue to be researched.

Throughout the novel *To Kill a Mockingbird*, many characters develop and mature in unique ways. Boo, who fears talking to others, Aunt Alexandra, who is against people for other races or social classes, and Scout, who is young and is not aware of life's challenges, constantly suppress their emotions and personality. Their life choices and decisions that make throughout the book, lead them to be more accepting of other and less prejudice. As the novel progress, Boo, Alexandra, and Scout learn life lessons and develop into mature adults. Boo Radley' maturity is found when he overcomes his fear. But later, he matures into a person who will begin to communicate and interact with the world.

On the other hand, Aunt Alexandra faced a different but common obstacle, prejudice. She demonstrated maturity when she became more accepting of others especially Calpurnia, Boo and Scout. Aunt Alexandra, Scout and Jem's caretaker, had some difficulties interacting and talking around people who were a different race or a lower social or economical class. when she first met Calpurnia, the African American maid who worked in the Finch' s house, she despised her and all of her actions. No matter what Calpurnia did or what she said, she could not please Aunt Alexandra. However, at the end of the novel, she developed a more accepting attitudes towards Calpurnia. She allowed her to serve the children dinner. This show how much Aunt has grown to be more accepting of other races and not be prejudice. Not only does

Aunt accepts Calprunia for who she is, but she also learns to accept Socut. "She brought me something to put on, and had I thought about it then, I would have never let her forget it: in her distraction, Aunty brought me my overalls" (264).

Similarly, another major character Scout gets maturity. She now tries to control her temper, and is somewhat successful. Scout's classmates insults Atticus by saying that Atticus defends Niggers. Scout remembers that she should not fight, and walk's away.

Cecil Jacobs made me forget . He had announced in the schoolyard the day before that Scout Finch's daddy defended inggers . . . 'You gonna take that back boy?' 'You gotta make me first!' he yelled . . . 'I drew a bead on him, remembered what Atticus has said, then dropped my first and walked away, 'Scout's a cow-ward!' ringing in my ears. (80-81)

Scout also learns to respect and value. Atticus is guarding the jailhouse to make sure no one hurts Tom Robinson before his trial, when he is approached by Walter Cumming and his fellow goons. Atticus shows his bravery by standing his ground for what he believes is right I front of his son. When Scout lashes out to her father's side, Jem holds onto her and tries to stop her from interfering. Then Jem refuses to go home and stands up for his father's side although the odds the odds were against them, while turning to protect his sister from harm. Scout's says, ". . . but from the way he stood, Jem was not thinking of budging. This shows is that Jem has matured from the boy who would do anything if dared, to a young man who can barricade his emotions and proceed with reason in difficult situation" (152).

In the text *To Kill a Mockingbird*, there is a relationship between children Scout, Jem and Dill and their environment at a given stage of his development. It means to say,

. . . the influence of environment in child's development does not totally depends on the characteristics of environment, but the age factor of a child at a present environment. The role of environment in child's development is not regarding as a condition of development which purely objectively determines the development of a child by virtue of the fact that it contains certain qualities or features, but it is approaching environment from the point of view of the relationship which exists between the child and its environment at a given stage of his development. (Vygotsky, *Problem of the Theory*. . . 59)

Moreover, is widely accepted that child's behavior is determined both by nature and nurture where nature refers to the genes and by birth traits and nurture means in which environment child grows up. Further, in his fourth lecture published on *Foundation of Pedagogy States Different Stages* as:

First of all, a child's environment in the direct sense of this word keeps changing at every age. Some authors maintain that a child's development consists precisely of such a gradual brooding of his mother's uterus, and soon after being born, his immediate environment continuous to be limited to a very circumscribed apace. It is well known that the world removed at any distance does not really exist for the new born. For the newborn, only the world which immediately relates to him exists, i. e. a world limited to a narrow space linked with phenomena connected with his body and the objects around him... which has been organized in a special way, so that the environment, in the purely external sense of the word, keeps changing a the child passes one from one age of another. (Vygotsky, *Foundation of Pedagogy*. . . 59)

The aforementioned piece of writing suggests that a child's environment would never remain stable. It keeps on changing at every age. For the unborn, his/ her environment

confined within mother's womb. In a similar way the environment continued on expanding every year. So that is to say the environment keeps changing as the child passes on from age to another. As it mentioned the environment remains changing in every age the study of child's development in relation to the environment should have to be done by the point of view of the relationship between the child and its environment at a given stage of his development.

In *To Kill a Mockingbird*, the environment plays a distance role in his development. The activities done by whites towards black people and father's behavior to Tom have been seen by all three children. The environmental conditions exert different types of influence on these three different children. It can be explained because each of the children has a different attitude to the situation or, as we might put it, each of the children experienced the situation in a different way. Scout as an eldest daughter among other children sees the father's behavior towards black and whites' treatment towards black. Scout time and again follows her father and the court to look Tom because Tom has been kept in Jail in the case of raping a white girl.

Further, it seems environment to carry out an analysis when we study the role the relationships plays in the development of child, an analysis from the point of view of the child's emotional experiences. While analyzing from the role of environment we need to work out on child's emotional experiences. According to Vygotsky, "in an emotional experience we are always dealing with an individual unity of personal characteristic and situational characterizes which are represented in the emotional experience" (60). He holds the belief that every child or person possesses some kind of constitutional characteristic which have played a decisive role in deterring child or person's relationship to a given situation. He explains:

Today, whilst basing myself on a concrete example of the theory about the environment I would like to show u a few such units with which psychological research operates. One example of such unit is the emotional experience. An emotional experience is a unit where, on the one hand, in an indivisible stage, the environment is represented, i.e. that which is being experienced an emotional experience is always relation to something which is found outside the person and on the other hand, which is represented is how I, myself, am experiencing this i.e. all the personal characteristics and all the environmental characteristics are represented in an emotional experience, everything selected from the environmental and all the factors which are related to our personality and are selected form the personality, all the fractures of its characters , its constitutional element, which are related to the event in question. So, in an emotional experienced we are always dealing with an individual unity of personal characteristics and situational characteristic, which are represented in the emotional experience. (20)

The abovementioned explanation introduces emotional experience as a where the environment is represented which represent both personal and situational features of a child.

In the role of environment, the periods of formation of personality of the child also play an important role in the study of child's psychological development (Vygotsky). The researcher of this work has been analyzing the basic conception of the formation of personality of the child throughout this point of research. Vygotsky provides the divisions of basic conceptions of child development or age levels that clarifies us about the ways of personality formation. As the building of personality on

child has interpreted in many ways here the research illuminates on Vygotsky's conception. His concepts are worthy of attention and applicable.

Cultural-historical theory of L. S. Vygotsky is viewed in the paper through the prism of tendencies of psychology development, which are revealed by the trans-spectiv analysis understood as a tool of cognition of regularities of emergence of open self-developing systems to which science can be attributed. It is argued that cultural-historical psychology can be placed among the theories of post non-classical level; i.e. having declared itself at the age of emergence of non-classical psychology, the theory left its time behind. This fact significantly hindered the comprehension of the multidimensional logic applied by L.S. Vygotsky. It is shown that today this logic is becoming much more accessible for comprehension as science has started to embrace the ideals of post non-classical rationality. System anthropological psychology is considered as a modern version of cultural-historical psychology development, which has retained the original multidimensional logic applied by LS. Vygotsky. Vygotsky's classification of personality into two basic designations helps on easy understanding of personality. According to him, development is only the growth of already developed factors and on the other hand it is the formation of new which appears at the first time. Furthermore Vygotsky's elaborates on this idea in a way:

. . . no other criteria exists or can exist for determining the concrete periods of child development or age levels expect for those neoformation that characterize the essence of each level. We must understand that new type of personal structure and its activity, those mental and social changes which first appearance at a given as level and which mainly and basically determines the consciousness of the child, his relation in to the environment his internal and

external life and the his whole course of development during the given period as related neo- information. (87)

The previously mention words insist that the formation of personality can be noticed at a given level when mental and social changes occur at a first time and which mainly and basically determine the consciousness of the child, the whole course of development, relation to the environment inner and outer life.

Childhood has long engaged the literary imagination. The critic Debra T. Werrlein in *Infant Nation: Childhood Innocence and the Politics of Race in Contemporary American Fiction* writes:

From the early European example of Jean-Jacque Rousseau's *Emile: or On Education* (1762), to William Blake's *Songs of Innocence and Experience* (1789) and Charles Dickens' nineteenth-century orphans, writers have debated questions of progress, industry, morality and family through representations of children. American literature in particular moves children into the threshold between wilderness and civilization where, as veritable outsiders, they gauge society's virtues and its hypocrisies in works like Nathaniel Hawthorne's *The Scarlet Letter* (1850), Mark Twain's *The Adventures of Huckleby Finn* (1876) and Harper Lee's *To Kill a Mockingbird* (1960). (1)

So, by using child psychology as major weapon the writer presents the society's virtues and vices, wilderness and civilization. Lee's *To kill a Mockingbird*, is one of the best American fiction that involves children and presents the 1930's American society where the racial discrimination was high. The children named Scout, Jem and Dill get experience and maturity from the society's rules, behavior of whites towards black and racial discrimination, and innocence of black people. The growth from innocence to experience occurs many times in *To Kill a Mockingbird*. The major

characters Jem and Scout change and mature over a small period of time. As the children move through the novel, they use these games to develop from their innocence to experience by defining the realities of their games through the lives of the adults. The conversation between father and children shows the innocence:

When he gave us our air rifles Atticus wouldn't teach us to shoot. Uncle Jack instructed us in the rudiments thereof; he said Atticus wasn't interested in guns. Atticus said to Jem one day, 'I'd rather you shot at tin cans in the back yard; but I know you'll go after birds. Shoot all the blue jays you want , if you can hit 'em, but remember it's a sin to kill a mockingbird. (99)

In the above lines, the mockingbird represents innocence. Like hunters who kill mockingbirds for sport, people kill innocence, or other people who are innocent, without thinking about what they are doing. Atticus stands firm in his defense of innocence and urges his children not to shoot mockingbird both literally and figuratively. This is also in the title of *To Kill a Mockingbird* and it has very little connection to the plot , but carries a great deal of symbolic weight.

Child psychology issue theorists Sidoiné Smith and Juliua Watson talk about the Bildungsroman which means development and social formation of a young man change in to a mature. In their book, *Reading Autobiography A Guide for Interpreting Life Narrative*. C. Hugh Holman, "recounts the youth and young manhood of a sensitive protagonist who is attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life and 'the art of living'" (189). In the same way the character Anne Frank once stated, "Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands" (190). This guidance can go hand in hand with the theme growing up, when older characters give advice to children or siblings. Growing up is used frequently

in the novel *To Kill a Mockingbird* by Harper Lee. Harper Lee uses the theme growing up in *To Kill a Mockingbird* to change characters opinion, develop characters through their world, and utilizes prejudice to reveal growing up.

One major cause growing up is used in *To Kill a Mockingbird* is to represent a change of opinion. One part growing up was shown in is through the trial in part two of the novel.

During the trial Jem was so sure that his father Atticus was going to win the trial. Jem was so excited and so certain he was going to win for Tom. When they didn't win Jem was knocked down a few pages .Jem was jumping in excitement. "We 've won, haven 't we?" "I 've no idea," pronounced Atticus shortly. Actually, Atticus does have a pretty vigorous idea. He is confident he will lose, despite his best efforts. He knows that the jury would never acquit a black man accused of raping a white woman, even if there was no way he could have committed the crime. The racism was just too deep. Guilty as accused was the justice system for blacks in growing up is shown when Jem was younger and thought that everything was always going to work out.As the novel continues we can see the maturity level of Jem, Scout, and Dill rise. They mature just like other boys and girls do, but the trial of Tom Robinson helped all three of the kids to learn a little more about life. The most important thing that the children learned was that, in life everyone is not treated fair. Their father Atticus showed them that it takes courage and self- pride not only to live other but also to live with you. They also learn about the injustice and justice throughout the Tom Robinson trial.

Likewise, the children do not know about the mockingbird. They simply take it as bird but the father teaches them that it is an innocent bird that sings the song for people and gives the pleasure. But white people kill them without any causes. Atticus is older than other kids' parents, and Scout and Jem are sometimes embarrassed by

their father's bookishness. When he gave Jem and Scout the air rifles they wanted for Christmas he didn't teach them how to shoot, instead only telling them not to shoot at mockingbirds, since it's a sin to kill a mockingbird. Miss Atkinson explains: all mockingbird do is sing and create beauty and pleasure. So it is a sin to hurt them. The advice given by the father to children shows the innocence of the children as it is written:

That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. 'your father's right' she said. 'mockingbird don not do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in conncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird. (100)

Atticus tells Jem and Scout that it is a sin to kill a mockingbird because mockingbirds cause no harm to anyone, they just sing. Because of these traits, mockingbirds in *To Kill a Mockingbird* symbolize innocence and beauty. And killing a mockingbird is therefore an act of senseless cruelty. The father is teaching the children not to kill Mockingbird. Here, mockingbird is a symbol of black people who are dominated by the white people from the history.

Upon maturity, Jem decided that there were some things that Scout needed to know or do: "Overnight, it seemed, Jem had acquired an alien set of values and was trying to impose them on me: several times he was as far as to tell me what to do" (187). Scout was annoyed at Jem "bossing" her around, but Jem thought it was best for Scout. He thought that she should be more like a girl, when before he matured he used to tease her about "becoming more like a girl everyday" (187). Now he wants her to "start being a girl and acting right" (188).

So, when Dill came out from under Scout's bed, before the trial, Jem's first reaction is "'You oughta let your mother know where you are" (187). Then he rose and broke the remaining code of our childhood" (188). This shows that Jem chooses to do the right thing, even if it's not ideal to Dill and Scout, or angers them. It shows that Jem rationalized and put himself in the situation of his parents seeing that they were probably worried. It reveals that though telling Atticus was not to Dill and Scout's delight, he mustered the courage and told Atticus of Dill's arrival, because he believed it to best for them.

The way to stop discrimination on the basis of race, is to stop discriminating on the basis of race. In other words, in order to obliterate racism, discrimination toward the diversity of the skin colors ought to be stopped. In this regard, color-blindness is an appropriate conception which can be used in racial issues. Color-blindness, indeed, makes no classifications, categorizations, or distinctions based upon race. Therefore, it can be a perception ability in seeing different races with a "transparent eyeball", a notion that Ralph Waldo Emerson referred to, which does not see the skin colors but humanity and good features and all the people are equal in its view. In this regard, Lee Brown asserts that transparent eyes are physically blind, she points out, "the pupils of the saints are made transparent and they can see the uncreated light directly and with a sight which reveals in essence" (187). As the supporters of Color-blind practices believes, treating people equally, especially people of different races, leads to a more equal society. In addition, discrimination and its consequences, like segregation, injustice, and prejudice, will be stopped in an equal society, which does not look differently at diverse skin colors of its members. T. J. Wise regarding Color-blindness says, "The racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without

regard to race, culture, or ethnicity. It focuses on commonalities between people, such as their shared humanity” (66). Therefore, the notion of Color-blindness can be a good solution to eliminate racism, discrimination, injustice, and prejudice, because it leads to see no difference between Whites and Blacks.

Jem matures and realizes the prejudice of Maycomb, convicting Tom only because he was black, on trial against a white man. Atticus says "when it's a white man's word against a black man's, the white man always wins" (295). "It was Jem's turn to cry. His face was streaked with angry tears as we made our way through the cheerful crowd. 'It ain't right,' he muttered," (296). This part shows that Jem understands Maycomb's prejudice, or at least that he can place himself in Tom's situation and understand it. Jem is upset because the Jury convicted Tom, even with all the evidence stacked up in his favor. Even though the Jury stayed out a while, in the end racism always wins. And it seems that Jem really dislikes that they didn't use much common sense, or can't rationalize the truth.

At first Jem had gotten crazy descriptions of Boo Radley (Arthur Radley). Jem had ridiculous views of Boo before. Jem was described as "six-and-a-half feet tall, dined on raw squirrels and any cats he could catch, that's why his hands were bloodstained" (16). In the reality of it, though, Boo contrasted greatly from Jem's ideas; he was actually a caring and kind person. But due to all the prejudice Maycomb had developed over its time, he was portrayed as a monster, and rendered to practically a shut-in. After Jem had begun maturing, he comes to a new thinking of Boo's reason to stay indoors, "I think I'm to understand why Boo Radley's stay shut up in the house all this time. It's because he wants to" (304). As Jem grows up, his view changes because his mind changes; he realizes those things are just prejudice, and what he needs to do is place himself in Boo's shoes, based on the story he has been told. He

realizes that Boo could have come out many years ago, but decided to stay inside; probably due to all the prejudice he would face.

As Jem grows up, he realizes some things, like Maycomb's prejudice and racism, or thinks he know what is best for others. He also places himself in others shoes, not just judging by the outside, but their actions too. In the same way, Scout feels as though she can finally imagine what life is like for Boo. He has become a human being to her at last. With this realization, Scout embraces her father's advice to practice sympathy and understanding and demonstrates that her experiences with hatred and prejudice will not sully her faith in human goodness.

Theorists and historians of childhood agree that childhood is a social construction. Drawing from Philippe Ariès' *Centuries of Childhood* (1962), Chris Jenks argues that childhood refers to a "social status" that is both created by and formative of "typical modes of conduct" that vary according to time and culture. Jenks concludes that, "Childhood . . . always relates to a particular cultural setting" (23). Despite childhood's variations, however, common symbolic themes recur in representations of children. In "The Roots of Child Study: Philosophy, History, and Religion," David Kennedy explains that children are often depicted at the limits of other worlds, evoking the contrasting themes of animality, spirituality or both. Beginning with Plato, he explains, Western philosophers defined children as "deficit," associating them with unchecked will and instinct.

Freudian ego-psychologist Erikson accepts Freud's ideas as basically correct, including the more debatable ideas such as the Oedipal complex, and accepts as well the ideas about the ego that were added by other Freudian loyalists such as Heinz Hartmann and, of, course, Anna Freud. However, Erikson is much more society and culture-oriented than most Freudians, as you might expect from someone with his

anthropological interests, and he often pushes the instincts and the unconscious practically out of the picture. Perhaps because of this, Erikson is popular among Freudians and non-Freudians.

He is most famous for his work in refining and expanding Freud's theory of stages. Development, he says, functions by the epigenetic principle. This principle says that we develop through a predetermined unfolding of our personalities in eight stages. Our progress through each stage is in part determined by our success, or lack of success, in all the previous stages. A little like the unfolding of a rose bud, each petal opens up at a certain time, in a certain order, which nature, through its genetics, has determined. If we interfere in the natural order of development by pulling a petal forward prematurely or out of order, we ruin the development of the entire flower.

Cultural psychology of a person is major factor about how a person response to the existence, culture, race, class of others and so on. As people are exposed with particular belief, ideology, and self- experience and how they behave with the people of society having distinct life style, culture, race, class, and existence since their psyche is shaped and reconstructed their culture. So, the major concerns of this research is to analyze how children in *To Kill a Mockingbird* react when they are exposed to the social evils? Are they also guided from the social categorization such as class and race? Do they favor justice over racism?

Though children deserve the qualities like innocence, love, empathy, the very structure of the society moulds them into the needs and necessity of it. The children get adversely influenced by full imposition of existing social structure. In the text *To Kill a Mockingbird*, the major three characters Scout, her brother Jem and their friend Dill encounter two figures that change their views of themselves and their community and transform them from innocence to experience. The first of these

people is Boo Radley who dominates the children's imaginations to a misunderstood man who saves Scout's and Jem's lives. Tom Robinson, the second and more tragic figure, loses his life because of racial prejudice, teaching the children about the more malicious characteristics of their society and fellow citizens. Guided by the ethical example of their father, Atticus, the children attempt to understand the loves of these two men. Gradually, through their exposure to Boo Radley's life and Tom Robinson's the social and racial prejudice that permeate their environment. Their honest and often confused reactions reflect their development as people and also help the reader to gauge the moral consequences of the novel's events.

People of colored skin, especially African Americans, have been under the pressure of racial injustice throughout the history. After the abolition of slavery in the mid-nineteen century, it seemed that there will be a change in the interactions of Whites with Blacks, but Whites emancipated Blacks by passing segregation and Jim Crow Laws. These Laws were legislated to consider Blacks as equal to Whites but separated from them. Nevertheless, Jim Crow Laws, which were supposed to provide Blacks with separate but equal facilities, were just a blatant lie that put Blacks only as the second-class citizens. Thus, Blacks, deprived of their rights as human beings, were treated badly by Whites and were the subjects of any criminals regardless of their innocence. Lynching, segregation, racial injustice and inequality, discrimination, and prejudice have been with Blacks only because they were different from Whites in the color of their skin. They are known as the savages, lowbrow, and uncivilized people who are inferior groups in the eyes of Whites. In this case, many authors and scholars wrote about racism and its issues that among them W. E. B. Du Bois is one of the most prominent figure who devoted all his life fighting against racism and racial discrimination. Du Bois, as an African American, felt the pain of racism when he was

a child so he endeavored all along his life to eliminate this issue. In this regard, Harper Lee's *To Kill a Mockingbird* can be studied as a great novel which concerns racial prejudice, discrimination, and injustice. Nelle Harper Lee wrote *To Kill a Mockingbird* in 1960 but set it in the 1930s during the Great Depression and hard times. Lee, by fictionalizing the Scottsboro Trial in the novel, tried to picture racial inequality. In *To Kill a Mockingbird*, Lee beautifully portrays the life of a fanatic, racist, and selfish society and depicts the racial prejudice and injustice done by these racist poor Whites toward Negroes. Furthermore, Lee narrates the story through the eyes of a little girl named Scout who along with her brother Jem, her friend Dill, and also her father Atticus Finch can be known as colorblind characters who does not see the skin color regarding race. In fact, Lee wrote the novel to persuade people of any race and class to coexist with each other in peace. She, through moral codes of behavior reflecting by the characters' personalities, intended to declare that everyone should be treated with respect and kindness based on his/her humanity. Likewise, Like W. E. B. Du Bois, the main purpose of Harper Lee was to eliminate racial prejudice, injustice, and discrimination. Therefore, using W. E. B. Du Bois' thoughts regarding prejudice, discrimination, and racial injustice, in this article it has been tried to investigate Atticus and three children's color-blindness toward racism in *To Kill a Mockingbird*. Discussion Racism, now as the profound issue of the 20th century, has been started from the early era of human communication. As Lois Tyson says, "Racism refers to the unequal power relations that grow from the sociopolitical domination of one race by another and that result in systematic discriminatory practices (for example, segregation, domination, and persecution)" (360). Thus, people of nonwhite skin color have been under the Whites' oppression because they were known as uncivilized and inferior by Whites due to their difference in skin color.

Among the nonwhite people, Blacks always were in the worse condition because further to being inferior and uncivilized, they were considered as savages and the subjects of any criminals by white Western societies. In another words, according to George M. Fredrickson, “The term ‘racism’ is often used in a loose and un-reflective way to describe the hostile or negative feelings of one ethnic group or ‘people’ toward another and the actions resulting from such attitudes "In fact, enslaving the Blacks instead of the Whites as their servants was at the root of white supremacist attitudes and policies to internalize inferiority over Blacks, especially African Americans" (403). In this regard, Whites made the belief that “human races were not just different from one another, but that some were superior to others” (403). One of the serious problems of racism which Blacks are wrestling with is the problem of discrimination and prejudice which is the cause of injustice toward them. According to Brewer and Brown’s *Handbook of Social Psychology* (1998), “Prejudice is an attitude directed toward people because they are members of a specific social group” (qtd. in Brewer & Brown 1988, 11). Furthermore, D. W. Sue in his *Overcoming our racism, The Journey to Liberation* (2003), defines discrimination and says that it “consists of treating people differently from others based primarily on membership in a social group” (12). Therefore, African Americans are the victims of prejudice because they are members of Black groups called Negroes. The reason that Blacks are under the pressure of discrimination and prejudice is that; according to the norms of White societies Blacks are uncivilized, savages, and lowbrow because they are different in the skin color so they should be segregated from Whites to protect Whites from the danger of Blacks. Since the beginning of the 20th century researches on race and racism begun and W. E. B. Du Bois, a pioneer in early empirical research on race and ethnicity in USA, released his seminal work *The Souls of Black Folks* (1903) under

the issue of racism in order to eliminate racial discrimination. He accepted the fact that human beings are divided into races but he rejected that one race is superior to the other.

To Kill a Mockingbird, children learn important lessons about life through the examples of other, not through the school. Formal education fails to teach or even contradicts these important lessons. Scout's first grade teacher, Miss Caroline Fisher, is more concerned with making her students follow a system that in teaching them as individuals. This is why, she forbids Scout continue reading with her father, whose "unqualified" instruction would interfere with her education. Whatever the method the most important factor in gaining knowledge is an individual's motivation. As Calpurnia tells Scout, people "got to want to learn themselves, and when they don't want to learn there's nothing you can do but keep your mouth shut or learn their language" (89). It frames around if a person is without motivation s/he will completely unable to learn not only this if a person is imposed with false beliefs and knowledge it makes them really hard to learn virtues and good knowledge.

The novel also reflects that children have a natural instinct for tolerance and understanding. When they grow older, they learn to react to differences with fear and disdain. Scout is confused when one of Dolphus Raymond's mixed – race children is pointed out to her. The child looks all negro to Scout, who wonders why it matters that "you just hafta know who [the mixed' race children] are." (22). That same day Dill is made sick during the trial. As Dolphus Raymond tells scout, "things haven't caught up with that one's instinct yet. Let him get a little older and he won't get sick" (56). It means the more children becomes mature, the more they becomes experience.

As we tried to study the journey of the child from innocence to experience in which later one leads them to matured one. One characteristics shown of Jem and Scout in their ability to empathize or ". . . climb into their skin and walk around in it" (31). Jem develops a high level of emotional intelligence that allows him to understand the situation of others, as well as what that may be thinking or possible the way they will act. The reader first discovers this characteristics in the Jem when he stops Scout from bashing up Walter Cunningham in the schoolyard and invites him over for dinner. "I [Scout] stomped at him [Walter] to chase him away, but Jem put out his hand and stopped me" (24). Jem stops Scout behind Walter because he knows the ordeals Walter and his family face every day. To make up for Scout, Jem invites Walter Over for dinner because Jem knows Walter is lucky to get a proper meal a day. Scout develops her empathy from this example when Calpurnia takes haring on the kitchen and explains the Cunningham's situation. 'yo' folks might be better'n the Cunningham's but it don't count for nothing' the way you're disgracing 'em . . .'" (26). Through the course of events involving Walter Cunningham, both Jem and Scout learn to climb into the skin of Walter and enhance their ability to empathized.

Maximum of the people get maturity from their struggle. Here hardship makes Jem life and other life full of conscience. One of the theorist Linda Anderson talks about experience in his book the *Autobiography* she states:

The past, then, lying dormant or latent within the subject, seems to come from outside their lived experience as a momentous and violent shock, causing them retrospectively to recast their sense of themselves and the life they have led. History is never definitive or finally known, therefore, but is capable of constant alteration as more is remembered or released into consciousness, causing the subject to think both the past and the present differently. (61)

The above lines depict the how people get maturity through the experience. Which is seen end of the novel where maximum of the character are fully aware about what is happening and they knew why was happening. "As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it . . . Whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash" (117).

To Kill a Mockingbird ends just after Bob Ewell attacks Scout and Jem, and Boo Radley rescues them, killing Bob in the process. Atticus and Sheriff Heck Tate have a conversation about how to deal with the situation, and Scout walks Boo home. The conversation between Atticus and Heck can be difficult to understand, because the two men are talking about two different things. Atticus, who believes Jem is the one who killed Bob, thinks Heck wants to cover up the truth to protect Jem. Atticus is adamantly against lying to protect Jem. He thinks that protecting Jem from the law will undermine Atticus's relationship with his children and everything that he has taught them. Heck, however, realizes that Boo killed Bob Ewell, and wants to cover up the truth to protect Boo. Heck doesn't believe that Boo will be in any kind of legal trouble, because he was clearly protecting the children, but he thinks that the community will want to thank Boo and make him a hero which would be ruinous to Boo's intense desire for privacy.

Atticus vehemently opposes covering up Jem's involvement in Bob Ewell's death, but he accepts that covering up Boo's involvement is the right decision. This apparent inconsistency is an important moment in the reader's understanding of Atticus and his motivations. Atticus is a highly principles man who values law and justice, but he is a man who values his relationship with his children even more. Atticus is not afraid that covering up Jem's involvement will be unethical or illegal.

He is concerned that doing something so hypocritical will ruin his relationship with his children. Atticus would rather that Jem face some difficulties than think that his father did not hold him to the same standard as everyone else. Atticus does not have that kind of relationship with Boo, and in fact likely owes Boo for the lives of both of his children, so Atticus is willing to accept that subjecting Boo to public scrutiny would be a mistake.

Another important aspect of the novel's ending is Scout's walk home with Boo. Boo specifically asks Scout to take him home – his only spoken lines of dialogue in the entire novel, revealing that this character who has been a source of fear for so many of the townspeople, including Scout and Jem, is actually quite fearful himself. In seeing Boo's fear, Scout is put into the position of wanting to protect him, and his dignity, from the rest of the town. Calling Boo "Mr. Radley," Scout takes him arm so that it looks like Boo is the one who is walking her down the street. In protecting Boo's dignity and empathizing with his fear, Scout puts herself in another person's shoes and thinks about the world from their perspective, just as Atticus instructed her. Atticus's final lines, that most people are nice when you finally see them for who they are, underscores Scout's maturation process from a child who was irrationally afraid of Boo to an adult capable of seeing Boo as a human being.

In conclusion, Lee's *To Kill a Mockingbird* projects the growth of children from innocence to experience. They become mature seeing the society's rules, treatment to black people, racial discrimination and so on. Through the young eyes of Scout and Jem Finch, Harper Lee explores energetic humor the irrationality of adult attitudes to race and class in stereotypical society. When evil factors have sharp impact on life, innocence becomes weakness but innocence is purity in the narrative and Bob Ewells's attitude towards Jem and Scout can be analyzed as evil factors. This

text also shows the relationship between justice and social background of the person. Similarly, it also studies the child psychology, their perception of equality and justice. Likewise, Lee's text focuses on how children in the fiction make their journey from innocence to experience using theoretical concept from child psychology. This research claims that the transition period from innocence to experience is tough and dangerous because a person cannot guess what is happening next to him and simply may be ignorance and indifference about hazards that is likely to entre in life.

Works Cited

- Anderson, Linda. *Autobiography*. Rutledge, 2001.
- Biunden, Andy. (Ed.). "The Problem of Ages." *Collected works of Vygotsky*. Vol. 5. 2008, np.
- Champion, Laurie. "Lee's To kill a Mockingbird." *The Explicator*, 22 Sept, 2002, pp. 14-32.
- Erikson, Erik. *Childhood and Society*. W.W. Norton Publication, 1963.
- Guillamin, Colette. "The Changing Face to Face." *Racism*, (Eds.) Martin Bulmer and Joahn S Olomos. Oxford University Press, 1995, pp. 355-62.
- Holtzman, Howard M. *Teaching Mockingbird*. Patent and Trademark Office, 2014.
- Hren Hoare, Carol. *Erikson on Development in Adulthood*. Oxford University Press, 2002.
- Johnson, Claudiadust. *Understanding To Kill a Mockingbird*. The Green wood Press, 1994.
- Kennedy, David. "The Roots Of Child Study: Philosophy, History, And Religion." *Teachers College Record* 102, 3 June, 2000, pp. 1-40.
- Roden, Donald F. *Harper Lee's To kill a Mockingbird*. Simon and Schuster, Simon and Schuster, 1965.
- Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. Minneapolis University, 2010.
- Valsiner, Jean and Rare Van Der Veer (Eds.). "The Pronlem of the Environment." *The Vygotsky Reader*. 1935, pp. 58-78.
- Vygotsky, L. S. *Foundation of Pedagogy States Different Stages*. University of New Mexico, 2005.
- Vygotsky, L. S. *The Collected Works of L.S. Vygotsky: Problem of the Theory and History of Psychology*. Plenum Press, 1997.