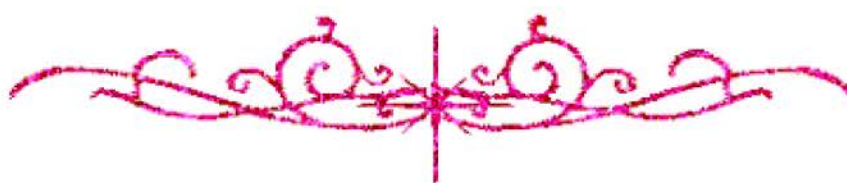


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شبكة المعلومات الجامعية

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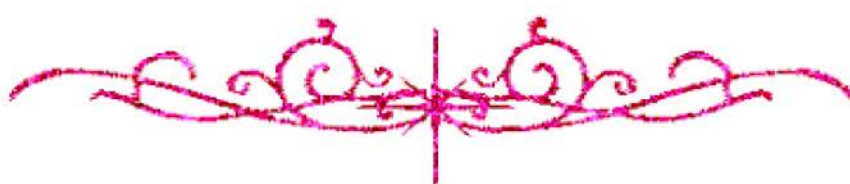
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شبكة المعلومات الجامعية



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



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جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

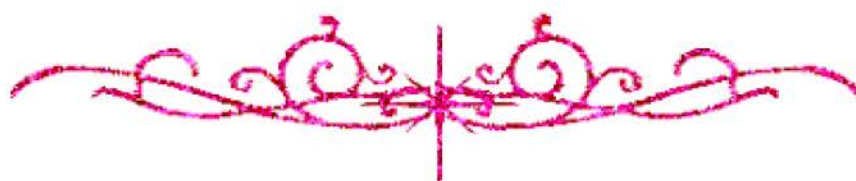
قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



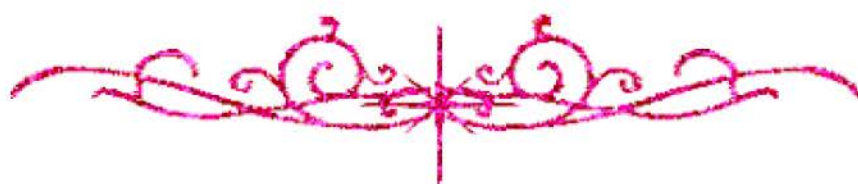
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بعض الوثائق الأصلية تالفة



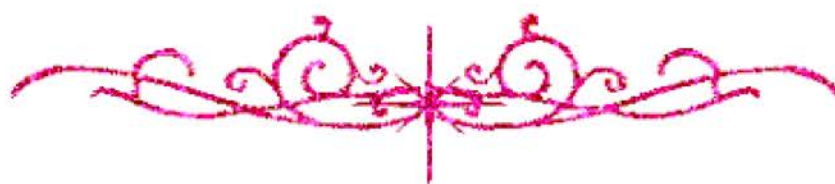
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شبكة المعلومات الجامعية



بالرسالة صفحات لم ترد بالأصل



Philosophy of Values in Writers of Children's Literature :

Dahl, Naguib, and White

A Thesis

**Submitted to Department of English Language and Literature
Faculty of Arts, Ain Shams University
in Fulfilment of The Requirements
For The Degree of Ph.D.**

By

Iman Ibrahim Hegazy

Under the Supervision of

Prof. Ikhlas Azmy

1998

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PREFACE

Preface

The child is genuinely keen to understand the world through simple reasoning and clear thinking. Reasoning and understanding for children are natural activities, as natural as playing games. They spontaneously raise questions, make comments and engage themselves in matters that can be considered related to philosophy by professionals. They may recall the way of thinking of the early philosophers when they ask all sorts of philosophical problematic questions. Such questions about God, identity, the good, the true and the right may seem to bear resemblance to the traditional questions of the early philosophers, however, they are actually fresh and controversial as they are conceived by the child from a new perspective in the age of computer.

The twentieth century has witnessed an increasing growth in the study of childhood. Two ideas have been central to the way childhood has been studied in our time. One is the idea that children develop and that their development is a "maturational" process. In part maturation is a biological process. Children grow bigger, taller and baby faces grow into older looking faces. But maturation is also a psychological and social process. Baby talk, baby thoughts, and baby behaviour are replaced by the talk, thoughts, and behaviour of young children, then by that of older children, adolescents, and finally adults. Putting the idea of maturation and the idea

of a sequence of age-related stages together are central to many recent studies of childhood. The child now is seen and sees himself as both a body and a mind with some sense that the mind controls the body and bodily emotions.

Modern psychologists find that children are interested in birth, death, and sex because they are bothered by the origins of things, by what is space, time, causality, reality, good, evil, and by all the things that are the concerns of philosophers. However, philosophy has been far from the most prominent features of childhood and philosophical thinking has been left out of the study of childhood. Thus, philosophy remains an adult activity in spite of children's genuinely baffling questions which have a freshness and inventiveness that are hard for even the most imaginative adult to match.

The dual nature of the child as a player and a philosopher is examined by psychologists. Kohlberg writes :

To say the child is a philosopher is to say children are interested in the basic terms or categories of experience; to say the child develops as a philosopher is to say that children's original basic terms are different from our own. We are forced to reflect that we are philosophers, too, that our conceptions of reality, truth and goodness are basic to understanding our own minds. (15)