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**Time, Space and the Scriptural Representation of
the Child in Mark Twain's Novel *The Adventure of
Tom Sawyer***

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Dedication

To my parents, my sister and my dear brothers

*To my fiance Chihani Assil who shares me the present and
has promised to share me the future.*

To all the children all over the world.

NESRINE

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Abstract

The present paper deals with the America novelist Mark Twain and his novel *The Adventures of Tom Sawyer* which recalls his own childhood in a small Missouri town. In fact, the geographical space played a great role in modeling the author's mind; his choice of child characters is not that haphazard for he intends to convey credible image of his society and to allow himself rooms for social criticism.

The author does not seem to have denigrated the spiritual side; he devoted an adequate frame to religious dimension. Therefore, dealing with the child from a religious point of view at two different levels would show the reader both the idealized and the expected values of man which are not to be confused with the actual stance that man discovers every time he asks questions about himself.

Keywords: Society, religion, space, child.

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General

Introduction

Introduction

Many works have been done on Mark Twain and his novels *The Adventures of Tom Sawyer* (1876) and “*The Adventures of Huckleberry Finn*” (1884). Yet, *The Adventures of Tom Sawyer* remains Twain’s best known and most widely read work. Depicting the life of a young boy growing up in a Mississippi river town, the novel was regarded as an entertainment for children when it was originally published. Since that time, *Tom Sawyer* has come to be viewed as a complex work addressed to both children and adults.

Twain’s mind had been shaped and affected by the environment as well as the geographical space. These two facets could be seen at the level of his literary production and with his literary characters like Tom who make an adequate reference to his acquaintance with the individual and his *vécu* in both Hannibal and New York City

Beyond the fact that *The Adventures of Tom Sawyer* is fun to read, there is another reason for the novel's contemporary popularity: It introduces the character of Huckleberry Finn, with the publication of Twain's 1884 novel, *The Adventures of Huckleberry Finn*, would become one of the greatest characters in American literature. Despite its complex nature, Twain’s novel, *The Adventures of Tom Sawyer* has reached a large audience due to its impact on the readers, in a time no single study has been carried out from a religious perspective, with a special focus on space and time which are considered the essence of the present research.

Although Twain’s novel was published during the 1876, it has reached a large audience due to its impact on the readers regardless of its complex nature. When it is to be accounted for from both adult and enfant perspectives, it is viewed as a complex work addressed to them. The choice of characters is not haphazard for the simple reason that through child characters, the writer intends to convey a credible message and an authentic image of the society in question. The act which allows him rooms for objective criticism.

In this case, one has not to deny Twain's endeavour to provide clear facets of the human reality which were so long occulted by allegations. As one has to rise some questions related to the author in and his characters, like:

- ✓ Does the author's perception of the world change the more time changes?
- ✓ Does this change in both perception of time have a liturgical connotation?
- ✓ *Does a physical presence of a protagonist child and the social mutation go in concomitance?*

These questions deserve really a thorough scrutiny for they make the spine of the whole dissertation. This is why it is necessary to put forward the following hypothetical statement:

- ✓ *That a child is the embodiment of the social values, which means that human values could be preserved through both the image and the self of the child.*
- ✓ *The transformation in ones' perception of the world as well as the transformation of time in the story has relatively a religious connotation.*
- ✓ *Albeit the individual's growth and mental transformation, the author's perception of the world remains stiff.*

To discuss the following hypothetical statements, I saw it necessary to divide my dissertation into two chapters. In reality my dissertation provides an over view about the topic to pave way to more understanding for I will try to discuss Time and Space, in Twain's novel *The Adventures of Tom Sawyer*, from a religious perspective: the scriptural representation of the child in the novel is so significant for it is linked to the essence of the child and his existence in a given period of time and in a given place.

Mark Twain's novel *The Adventures of Tom Sawyer* (1876) is widely known and praised as boyhood adventure story

The best way to deal with this social inadequacy is to provide a pictorial description of the society in question. The writer, through scriptural representation of the child character, tries to bring the reader close to his objective beyond writing. As a reader, one needs to understand the nature of the interaction between Twain's characters because, as children, they have a significant effective role on society; people learn how to be blind to the fellow and indifferent vis-à-vis whatsoever differences. This is the reason, undoubtedly, why a need for an eco-critical theory is necessary. Eco-criticism theory, essentially, serves to understand the interaction that exists between the characters and society, as it underlines the importance of the interrelation between individuals and the environment as whole.

The reading of Twain's novels provides me with a sense of responsibility as an adult human being. Yes, it is legitimate to be asked a question why I dare say that. I have referred to human being in adulthood, because, I have learnt a lot from the behaviour of children what I might not have accepted from an adult. Their spontaneity and their innocence taught me to be blind to the fellow and to accept the differences although the social contexts and the cultures are different; I mean here, the American and the Algerian societies, and their cultures. I have chosen *The Adventures of Tom Sawyer* to confirm that the children are messengers, and that through simple actions and modest words, they can absolutely change and effect the environment and society.

Before writing this dissertation, I was really ambitious but by and by, I have realised that it is almost impossible to deal with the two Mark Twain's novels *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. This is not because of my inability of dealing with the two at one, but because time is not that enough to cover all the facets in the two novels. Moreover, the religious side was so deep and difficult to deal with especially in my shortage of knowledge in religious back ground.

Chapter One

The Affection of Time and Space on the Author's

Mind in the American Society

Introduction

Twain tries to heal his society throughout his novel *The Adventures of Tom Sawyer* and his child characters that are considered as a sort of criticism to the whole society. The novel carries lot of conceptions and perceptions that are related to the prominent subject which makes the essence of this dissertation, and which is the presence of space and time and their impact on the author's mind.

Sometimes, one is urged to ask a question about the reason why Mark Twain takes the initiative to write about his society. The different social classes, the struggle for survival, the social plight, the sense of human stigmatization, to mention just a few phenomena, had all generated a sort of disturbed psychological environment in America. Twain seems to have been influenced by the space and the environment. This influence is noticed in his story and through the relationship between his characters. The impact of space and time on the writer's mind is clear enough to be seen in the coordination of the events and the characters from the beginning until the end.

I.1. Tom Sawyer as a juvenile Novel

Adventure and celebration of childhood for some American writers were the last themes to be dealt with for they were most of the time busy thinking in terms of bad situations the Americans were living. These themes used to be a very priority for people who were in need of answers to their questions and explanation to their plights; in fact these were adult occupations and grievances for the young were seen as unconscious and having other preoccupations. To give an importance to children is to deal with their situation. The writers had started writing juvenile fiction by the 1820s when society had started changing for the best, i.e., there had been a social improvement and mental progress.

In the beginning of the nineteenth century, the American society was highly concerned with moral and the way how they could raise their children who would soon become the country's active citizens to secure the future of their new nation. That is why in that epoch, many American novels were written to teach morality, to shape characters by defining and encouraging model behaviour.

It is however noted that the concept of moral lessons as being the sole motive of juvenile literature has been rejected by some writers among whom Mark Twain who became one of the first American authors to write about misbehaving children who were not corrected but even rewarded. He has chosen characters who were not the symbols of obedience and discipline, but who do have the sense of virtue and social responsibility.

Twain's novel *the Adventures of Tom Sawyer* provides the reader with many relevant examples. Tom's physical portrait which the writer shows when his characters attended the funeral, he is explaining the indifference of the young generation as represented through the character Tom vis-à-vis the religious teachings; although Tom does not learn his verses for the Sundays school, he is rewarded by being given a Bible.

Tom as a particular kid is always subject to punishment in that he is obliged to whitewash the fence, yet he succeeded to coax his mates to do the work instead of him, and pay him back for this, so-called, privilege. Although Tom steals, lies, sneaks out of the house at night, shows interest in neither school nor church and does not obey his aunt, the novel ends with him and Huck being rich. They were the heroes of the village: "Wherever Tom and Huck appeared they were courted, admired, stared at" (33, 216).

The majority of the American writers topics in the past were about everyday life, industrialisation and slavery, but with time the growing urban poverty bring some changes at the level of homogeneity of juvenile fiction. Authors began to portray the misery of the

poor children living on the streets to rouse sympathy and a feeling of responsibility on the part of the American society. Twain has tackled this point also in his novel, *The Adventures of Huckleberry Finn* that is considered the adjuvant of Tom Sawyer, this character is no way inferior to Tom with regard to social misconduct, he was the pariah boy of the community, Huck attends neither school nor church, steals, smokes, swears and idles away his time. His aversion to the conventional way of life urges him to run away from St Petersburg in *The Adventures of Huckleberry Finn* and at the end of the long journey his reluctance to adapt himself to society is still the same: “*I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she’s going to adopt me and sivilize me, and I can’t stand it*” (Ibid, 281).

Mark Twain confronts the readership with a completely different understanding of a good child. He invites the readers to take pleasure in boys who are full of mischief in small matters and justifies it by revealing their kind-heartedness in serious matters. It is difficult to doubt the boys’ moral integrity when Tom risks his life by telling the truth about the murder or when Huck accepts eternal damnation in order to help Jim escape. Mark Twain’s “good boy” is ingenious, brave, brisk and adventurous and Twain repudiates that mischievous behaviour in children is necessarily a sign of wickedness. So far, the focus has been purely on anti-social behaviour in Twain’s novels as a reaction to moral didacticism in earlier writings for children. Furthermore, romanticism and sentimentality in adult fiction eventually led to a re-orientation in children’s literature. By the end of the 19th century, the notion of childhood as a crucial period for moral training was replaced by a concept in which childhood was valuable in itself. Innocence, beauty and moral purity were now presented as innate qualities of children. (Http¹)

Depending on this base, schooling is one of the central objects of criticism in *The Adventures of Tom Sawyer*. Mark Twain writes fully about the daily school routine and the

¹ <http://www.theatlantic.com/past/unbound/classrev/tomsawye.htm>

power struggle existing between the teacher and his group of pupils. He claims to give a realistic picture of a typical country school, when he confronts the prevailing ideal of obedient pupils, who like going to school and who are anxious to learn, with a rebellious class of pupils, whose main interest is to play tricks on their strict master. The master's function here is to educate, to give morale lessons, and to punish who are not serious in their studies.

Twain questions the teacher's as a whole authority by representing him as a figure of fun. Behind the ironically kingly façade there is no more than a common village master, who did not have enough money to become a doctor, his preferred career. On examination day, his last scene in the story, he is made the object of ridicule. His "unmajestic" exit with his bald head painted golden makes it hardly possible to take Mr Dobbins in his role as a teacher seriously.

The teacher is considered the first builder of children's personality, he shapes pupils attitudes, behaviours, and he forms their minds for better society. Actually society needs him to save the very soon future by teaching the children all what is moral for better world; as result the children are the fruit of our education.

Apart from the teacher, the didactic child gets a setback; according to Twain society's good children completely lack admirable characteristics. In the novel Tom's stepbrother Sid likes to learn, but he is by no means presented as a positive character, he is sneaky, it gives him great pleasure to tell on Tom, but he is too much coward to fight with Tom.

The most severe criticism, however, is directed against the popular literature of that time. Twain's descriptive account of the examination day down to the last detail and his biting comments give an idea of how badly he must have suffered mentally on such

occasions, and it means that Twain has included his personal life, his cultural background, and his experiences into his novel.

I.2. The author and society

Mark Twain hates oppression and hypocrisy in the society. It is known that he was one of the first American writers after the Civil war who introduced new social views into American literature. The writer was greatly influenced by political and social events which took place after the Civil war.

He represents a lot of examples of morality and immorality of human society. The novel is written in the genre of detective fiction which captures the readers' attention from the first chapters of the book. Throughout the story, Tom Sawyer struggles for freedom. He wants to lead the same life as his friend Huckleberry Finn, Tom does not like to follow the established rules of the society he lives in because they lead to the loss of freedom for him.

(Http²)

Some criticism toward Mark Twain as a writer was developed by William Dean Howells in his article *The Atlantic Monthly*. He states that Mr. Samuel Clemens has taken the boy of the Southwest to create a hero for his new book, *The Adventures of Tom Sawyer* has presented him with a fidelity to circumstance which loses no charm by being realistic in the highest degree, and which gives incomparably the best picture of life in that region as yet known to fiction. The town where Tom Sawyer was born is somehow like Mississippi River towns where Mr. Clemens was born and it was an attempt from him to interrelate the protagonist to his personal experiences. (1876)

Tom presents apart from Twain's personality, he is mischievous, but not vicious; he is ready for almost any deprecation that involves the danger and honor of adventure.

² <http://www.nationalaffairs.com/publications/detail/the-transformation-of-american-community>

In a word, he is a boy, and merely and exactly an ordinary boy on the moral side. What makes him delightful to the reader is that the imaginative side of his personality which is wildness and fantasticalness. This leads to the point how rapidly Mr. Clemens has grown as an artist. Twain has violated his propriety, and its preservation to add vastly to the grown-up reader's satisfaction in amusing and exciting way in the story story in attempt to subordinate his characters that are treated with the same graphic force that sets Tom alive before us. (Ibid)

I.3. Space and Time in the Christian Religion

The relationship between time and space as complementary components demonstrate their congruent nature for as a concept time is seen as a space or extent of time and space is denoting time or duration (Ox En Di, 2002).

Although time and space are elements that fundamentally determine and affect multiple forms of media which shapes their experience and perception by man, their relationship as modes of critical inquiry have attracted increased attention just in early modern studies in recent years. Frances Yates, In *The Art of Memory*, elucidates a classical example of the perceptual affects of time and space through media. The medium of memory utilizes both time and space. "Artificial memory," a mnemonic technology, was used to remember a speech as it unfolded in time through the media of architecture. The speech was mapped onto specific familiar places or "loci" through which the orator navigated in his or her mind. In "artificial memory," the temporal and the spatial were inextricable. (1966)

I.4. The Journey from Media to Literature through the Modes of Critical Inquiry

In a society accustomed to allegory and symbol and according to some criticism that have ssssettled this matter, the spatial and the temporal were continually and deliberately re-imagined and re-presented across a spectrum of performative, artistic, and textual

medias. Central to the burgeoning self-consciousness which characterised literary productions, time and space were essential instruments with which actors, artists, and writers navigated and engaged with the complexities of a rapidly expanding world: advancements in architecture, the evolution of a temporal economy, and the discovery of new worlds are but a few examples of events and cultural movements in which space and time played integral roles. Time and pace, in *Early Modern Literature and Culture 1500-1700*, promotes a new reading of the importance of time and space within a range of disciplines in early modern criticism, and seeks to establish a forum in which the cultural, political, and religious implications of shifting paradigms can be explored.

It is important to question the relationship between human experiences of modes of critical inquiry and Media. In reality Media open and shape individual's experiences with reference to time and space. Experientially, if it is not literally, human beings can not operate on different times and spaces which coordinate media from paintings to writings to films. Theories of time and space, whatever their diagnosis, must account for the radical physical restructuring of time and space which has taken place over the last century. as discussed by McLuhan Marshall, the technological developments in communications media (from the telegraph to the telephone to email), travel (the airplane), and the dissemination of information (television to the internet) are perceptually reducing and conflating the lived experience of time and space (1994), what could be said is that the understanding of the world is formed by the perceptions of time and space.

The French philosopher Henri Bergson, in the early twentieth century, formulated the notion that time is always in a state of flux, or becoming, through changes in space, and that fixed concepts of being are patently false. He states that:

“Thanks to the third dimension of space, all the images making up the past 0and future are ... not laid out with respect to one another like frames on a roll of film ... But let us not forget that all motion is

reciprocal or relative: if we perceive them coming towards us, it is also true to say that we are going towards them” (Bergson, 1965: 142).

The absolute time and space are historical products as are the concepts of time and space compression, but their mediated and mediating reality is nonetheless crucial to the formation of men lived experiences which are the major subjects and themes of modern art although the latter attempts to depict and form changing spatial and temporal realities(Ibib). Joseph Frank proposes in *The Idea of Spatial Form* (1991) that modernist writers intend their work to be read as a distinct moment in time as opposed to a chain of events.

I.4.1. The Impact of Space and Time on the New Literary Reading

In literature the concept of space is regarded as physical element of the events occurring in the novel or a story, that is to say that any artistic creation is accompanied by its own space being real or fictional through different, but very chronologically ordered sequences of time.

Space in general serves as a container for the plot and the events of any narrative. In his essay entitled *Geocriticism: Real and Fictional Spaces* (2007), Bertrand Westphal supported a geo-centered approach to literature and literary studies in that he suggested a ‘metalangue’ or a code allowing transmission from spatial sciences such as geography, architecture and urban studies to literature and vice versa. This action of transmission insights one to ask about the promotion of both space and time

I.4.2. The Impact of Space

As such the literary text becomes an infinite source of new spaces. Since the literary text does not just reproduce reality, it creates fictional places for sometimes one delves into mythical and imaginary space; in other texts, one gets into utopian societies and sometimes one would discover apocalyptic and nightmarish sceneries. Space in Twain's

story is important, therefore, to show the interrelation between the characters, and especially between Tom Sawyer and his adjuvant Huckleberry Finn.

In a brief essay entitled "*Des espaces autres*" (1984), Michel Foucault announced, after the nineteenth century which was dominated by a historical outlook, that "l'époque actuelle serait peut-être plutôt l'époque de l'espace" (Ibid). Foucault's prophecy has been fulfilled when "the end of the twentieth century witnessed a "spatial turn" in humanities. This spatial turn in humanities was perhaps partly due to the globalization of our modern world.

Focusing on space in literary texts therefore, this colloquium wishes to bring together the fields of classical (Greco-Roman) and modern literature. By provoking debates on similarities, continuities or differences in the function of literary space it is hoped that this encounter may cross-fertilize (the study of space in) both fields. It is needed to focus on four themes.

First of all theme concerns the *textuality* of space. This takes its cue from such theories as the 'possible worlds theory' (Ryan 1991 and Ronen 1994), 'text world theory' (Werth 1999 and Gavins 2007). The textual medium affects of the presentation of space are related to the space outside the text.

Secondly theme regards the relationship between time and space. Bakhtin's chronotope theory (Bakhtin 1981 (1938); Keunen 2007; Bemong-Borghart-a.o. forthc.) has evinced that time and space are inextricably bound to each other: the way time is employed influences the spatial presentation and vice versa.

A third theme centers on the combined concepts of Lived or Living Spaces. Under this header it is needed to invite treatments of space as both an active participant in the shaping of stories, influencing the human characters by narrators with human qualities. It is

also needed to invite contributions from the fields of eco-criticism and related theoretical frames. (Http³)

From another perspective the Kantian philosophy regards time and space as the two fundamental categories that structure human experience (2004). Fludernik adds to this concept that narrative is widely recognized as the discourse of human experience yet most definitions, by characterizing stories as the representation of a sequence of events, foreground time at the expense of space. (1996)

I.4.3 Space in the Story

Space in the story appears in the interrelation between Tom Sawyer and his adjuvant Huckleberry Finn. Tom is quite different from his adjuvant because he is obliged to do several tasks, and he is restricted by the chains of his society; but Finn is considered like a vagabond who is free from all his duties. The environment or the space where Tom had been raised is not the quite the same to Finn, it plays an important role in shaping individual's personality; as result they act differently from each other, and they give distinctive reactions to various situations. They belong to different social classes but even though they are still friends. They do not give any importance to the differences that can separate them, they are children and children do not believe in racism, they believe that all the races and people are equal somehow, and this is the point of Twain when he used the child character. The child carries all the human values which will maintain forever and this the reason beyond using children as major characters because the concept of the child will stay forever the same, and it will serve the same objectives.

The child character Tom Sawyer tries not to waste time, he is discovering and learning all what is new. His prurient curiosity, optimistic turn of mind, great desire to be

³ <http://csmt.uchicago.edu/glossary2004/timespace.htm>

independent and free, and yearning after adventures help him to discover the value of life. The major goal of Twain is to reveal the young boy's personality and the process of his maturation, he plunges into life experiences which help him to discover the value of the life.

I.5. The Promotion of Time

The notion of Time, in the story, is measured by the sequences through the different parts of events which are, chronologically ordered: past, present and future events. The latter is the very important part since it is the objective aimed at. Yet, the reader, finds it unclear and most of the time ambiguous. It is difficult to cope with the events and to understand what is lagging beyond the choice of future events in a time the author uses the present simple to narrate his story: « the use of the present simple tense »

Although Twain's story is about the child, it seems to set a sort of criticism to the American society. One may argue that the child is an innocent being who carries an objective eye witness, and that society changes through time. One does not expect constancy and a monotony of events despite the place of evidence. This requires a reflection over the presence of individuals in a given space through time.

I.5.1. Time from Philosophical Point of View

In fact, in the philosophy of time there is no lieu for time division: no past, and no future; the only thing that exists is the present on the axis of time. The plot in Tom Sawyer and Huckleberry Finn from the very beginning until the end of the story apart from the murder by almost the end of the Twain's novel Tom Sawyer, which makes of the plot an epiphany.

From a philosophical point of view, whether endless or finite, time is seen as an undetermined set, the thing which provides it a certain truthful nature, a flavour, and a particularity. It is really hard to assume what Twain thinks about and of time in his stories.

Yet, it is still some how clear to distinguish if time is important in the progression of events in Tom Sawyer or not. (Http⁴)

I.5.2. Time in Twain's novel

Twain has used a continuous linear narrative in order to produce a certain harmony in his novel, he is trying to portray all the events carefully by taking the importance of time into his consideration, he is trying to give a panorama within a specific time circle, to make the readers feel the impact of time in his story, the reader here in this case is an implied reader, who feels him self as a part in the story, he lives all the moments and the events as if he is one of the characters.

It is noticed that the notion of time is almost monotonous, in the works of Twain. It is monotonous not in the sense that it has become steadily boring but in the sense that it has not changed at least as far as the author's vision of the world and his conception of individual's behaviour are concerned. The individual, in the eyes of Twain is the same: being existed before or after the civil war remains in his eyes the same. For him what is important is the notion of humanity. This is why a reading of the situation from an innocent perspective through the selection of innocent being (children) seems prerequisite. The choice of a child character by Twain means the preservation of a certain objectivity of the study.

Every individual in his society has personalised a view of time, each person has his own personal experiences concerning pain, happiness, and pleasure, etc. All these aspects determine the relative appreciation of time. It is uncontroversial that people do not have the same conception of time, i.e, they do not have the same consciousness. In fact Time cannot have the same value for two persons, and it is quite clear that this gap leads to the overt

⁴ <http://www.theatlantic.com/past/unbound/classrev/tomsawye.htm>

conflict of generations, so it creates contradictions between values which are granted by different generations, and these contradictions give the time its real sense.

The nature of the human values and principles is conceived with the notion of time that depends on classical axis of time; the future and the past are really the very essence of life; the past is a 'dead period' which should be taken into consideration while living the present to build the near future on the ruins of the past.

Twain tries to expose the absurd aspect of the world through juxtaposing time and space as well as the mediation of the child. He tries to account for the created kind of confrontation between the generations ; that each generation has its specific traditions, conventions, beliefs, and a set of principles, and these behaviours and aspects may change through time, so each generation will have new aspects and behaviours relative to the new circumstance.

I.5.3. Time from a Religious Perspective

The biblical concept of time believes that all the human beings are the creatures of time; the concept of time has been problematical for philosophers. There is even considerable controversy among biblical scholars as to precisely how "time" is employed in the divine scheme of things. (Http⁵)

There is a considerable misunderstanding in society concerning the nature of time. Time simply cannot do anything. It provides the historical framework, in which things happen, but it has no innate ability itself, so time is quantitative, not qualitative and this is the most important distinction with several implications.

One thing is certain; the Scriptures make a distinction between the temporal and the eternal. Paul says: "the things that are seen are temporal but the things not seen are eternal" (2 Cor. 4:18). In describing God, the psalmist declares: ". . . from everlasting to

⁵ <http://www.theatlantic.com/past/unbound/classrev/tomsawye.htm>

everlasting, you are God . . ." (Psa. 90:2). Yet, in the same context, of man it is said: "The days of our years are threescore years and ten . . ." (v. 10). Time clearly does not relate to God and man in the same way.

Eternity is endless, but time is measured by a beginning and an end. The Bible commences with these words: "In the beginning God created the heavens and the earth" (Gen. 1:1). Jesus once said: "But from the beginning of the creation, Male and female made him them" (Mk. 10:6).

Some folks, both of the ancient world and in the modern era, have viewed time in a sense that is different from what is portrayed in the Bible. In the Scriptures, time is represented as a linear experience, whereas many have contended that time is cyclic, that is, it involves a series of revolutions that occur again and again. The notion of cyclical time is common to religions like Buddhism and Hinduism, and it has become popular in the modern New Age movement.

For example, in the Eastern Yogic tradition, Hindus believe that when a person dies, his soul which allegedly is eternal transmigrates into a different body. This may happen hundreds of times, but, hopefully, with each new reincarnation the soul is progressively purged by one's Karma until finally it merges with God, who is the Soul of Souls. This aspect of Hinduism is called the wheel of life. (Http⁶)

Eastern mysticism views human existence as a wheel with continuous revolutions, biblical revelation affirms that human existence is proceeding down a road which has an ultimate goal. Another way to analogize the contrast is to suggest that Christianity sees life as a three act play, consisting of birth, death, and immortality. Hinduism on the other hand, views man's existence as an endless, cyclical drama (Bach, p. 22).

⁶ <https://www.christiancourier.com/articles/437-biblical-concept-of-time-the>

Time may be represented as a historical era, commencing with the creation. It is common for materialists to assert, in attempting to explain the origin of the material universe, that given enough time, inorganic matter might create itself. A similar view is entertained with reference to the commencement of biological life. Some years ago, Dr. George Wald of Harvard University penned an article titled, *The Origin of Life*, which appeared in the prestigious journal, *Scientific American*. Wald argued that it is possible that "life" spontaneously generated itself. He adds:

"However improbable we regard this event [the accidental origin of life], or any of the steps which it involves, given enough time it will almost certainly happen Time is in fact the hero of the plot Given so much time, the 'impossible' becomes possible; the possible becomes probable, and the probable virtually certain. One has only to wait: time itself performs the miracle " (p. 49; emp. WJ).

This is an absurdity that defies all logic, time may facilitate, but it cannot create.

Time does not have the ability to alter true morality. It is common to hear folks argue that whereas abortion was once viewed with horror, now such is accepted because we are living in a different time. Capricious divorce, in an earlier age, was disdained; now, it is commonplace. Sexual scandal on the part of public officials used to be severely censured; now, who cares, so long as the economy is healthy. A popular song of some years back said: ". . . time changes everything . . ." There are things that time cannot change; and moral responsibility is one of them.

Dependin on this area the time for Twain is not just a concept. It has other dimentions and reflections. The religion is considered the bright side of time because it gives him more space and clear explications in all domains. The religious perceptions had covered the conception of time and it gives new meanings depending on a religious background. As result the using of the child character is an attempt to say that the future

time of the American society would change by this innocent being, if we do really take it as model in our life, the future time will be something else to the whole society.

According to Twain space and time are considered as major elements to interpret the story, and to explain what is meant by him. The space in the story appears in the relation between Tom and his adjuvant Huck; it means that there is a certain relation that coordinates the two characters together Tom Sawyer and Huckleberry Finn. Huck helps to show the importance of Tom as protagonist, and he demonstrates the differences that happened among the two stories *The adventures of Tom Sawyer* before the civil war, and *The adventures of Huckleberry Finn* after the civil war.

The Adventures of Huckleberry Finn was a follow-up to *Tom Sawyer*, and it dumps the reader right back in the Southern antebellum (that's "pre-war") world of Tom and his wacky adventures.

The interrelation that exists between the two characters shows how space is important to depict the reality, when the space changes, the aim of writing and the characters will absolutely change according to the conditions. The state of Tom as a character is not the same to Huck, both of them served to change the society as whole.

Conclusion

Space and time are considered as major elements to deal and to treat Twain's novel *The Adventures of Tom Sawyer*. It is needed to depend on these two concepts to uncover Twain's view in the story and to decipher his intentions. Twain as a writer attempted to clarify these perceptions indirectly to give a certain value to his endeavours. The notion of space and time appear in the relation between the characters, their interrelation and their interactions toward their society.

Chapter Two

The Notion of the Child from a Religious perspective

Introduction

To settle this study, it is needed also to hold the religion perspective "scripturalism" to understand Twain's endeavours in the novel. The scriptural representation of the child is one of the major aspects that can help the reader to know more about the religion and the scripture according to Twain and its characters. The choice of the child character in the novel was done in purpose; it is an attempt from Twain to show some originality and objectivity in his work, simply because that the child is considered the symbol of innocence and honesty.

Twain depicts the reality in the American society through the child character, simply because the children are the sign of the absolute truth, it does not matter the time or the space, because the concept of the child and its meaning do not change, it always serves the same functions.

II.1. The Relation Between Religion and Literature

According to some theologians in different times, they have focused on different questions regarding Scripture. In the patristic and medieval eras, the focus was on relating the literal meaning of the text to allegorical or spiritual interpretations; during the Reformation, the debates focused on who had the authority to define and interpret Scripture; and after the Enlightenment, theologians tried to determine how the Bible was still the Word of God in light of historical-critical methods that seemed to challenge its historicity and reliability.

Christians believe that the Bible is inspired by God, without error, and does not misrepresent the facts. It is entirely trustworthy and is the final authority on everything it teaches. The Bible records the drama of redemption in the history of Israel and the life, death, and resurrection of Jesus Christ. Christians should not focus only on Jesus Christ and treat Scripture just like any other classic text. They focus primarily on the Bible as

God's divine inerrant Word and treat Jesus as simply a character in a small part of the texts.(Http⁷)

The Bible has played a formative and diverse part in English literature over many centuries. Its stories, its politics, its stylistic and poetic forms, its theological and philosophical demands have meant that every era has in effect reinvented the Bible. Many of the greatest works of English literature presume its intertextual presence in the consciousness of readers. Its language, and the way in which the idioms of its translation have seeped into the marrow of English, render it an essential part of literary history, and the practices of interpretation that have accrued around it have made it central to the history of interpretation and indeed, to any material book history. The Bible has garnered disparate and often brilliant readings. It is a text that has no proprietor, and no equal as a work of public property, liable to both conservative and revolutionary appropriations. It has provided and continues to provide a unfathomably wide range of religious and spiritual visions. It has been both lauded and, at times, detested, but has at no point been other than central to western culture.

The Bible in this case is considered as reference to Twain's novel because it is full of examples of young people who wanted to change, or only their presence was enough to change the whole society. There are a lot of stories in the Bible that talk about the power of young people and children in doing good stuff.

Maybe one of the best known stories in the Bible is the story of *David and Goliath*. In this story David is seen as an obedient son (1 Samuel 17:17-20), a brave soldier (verses 26 and 32), and, above all, a young man who fully trusted God (verses 37, 45-47).

David was told by his father to take provisions to his brothers who were fighting in the Israelite army against the Philistines. When David arrived he heard the champion of the

⁷ <http://hollowverse.com/mark-twain/>

Philistines, the giant Goliath, blaspheming the name of the God of Israel. David could not stand that someone would speak evil of the Lord. He was surprised that the army of Israel was not doing something about the wicked threats against God.

David presented himself before King Saul as someone who would go to fight Goliath one on one. David could not use the king's armor that was offered to him because it was something he was not accustomed to using. Since David had battled lions and bears using his bare hands and a sling, he figured he would do the same with Goliath.

David chose 5 smooth stones from the riverbed and rushed to fight Goliath. With a single stone he was able to knock the giant to the ground. Then David took Goliath's own sword and killed him by cutting off his head.

“And it came to pass, when the Philistine arose, and came and drew nigh to meet David that David hasted, and ran toward the army to meet the Philistine. And David put his hand in his bag, and took thence a stone, and slangs it, and smote the Philistine in his forehead that the stone sunk into his forehead; and he fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but there was no sword in the hand of David. Therefore David ran, and stood upon the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith. And when the Philistines saw their champion was dead, they fled.” (1 Samuel 17:48–51)

David was a young man who trusted God to do great things. Therefore, David is known as a young man who did great things for God.

The point here is that the person needs to preserve his moralities, and principals to keep going because society will never change if people give up in each problem they face, though being young it does not mean that children are eliminated no, each individual in the society is important and rationale, and each person is responsible toward his present and his future.

II.2. Twain's Critical View of Religion and Child's Value

Depending on the area of religion, Twain gave a certain framework to his story, a religious point of view to treat all the aspects in the novel considering time, space, and the children as major characters. Space and time are considered as prominent elements to deal with, and to understand Twain's endeavours in the novel, but the scriptural representation helps more to decipher the characters and to understand how they interrelate between them.

Mark Twain must have dealt with the religious cover in the story, but it does not seem appealing clearly to all the readers; it depends on the reader's ability to understand the context, the meaning and what is beyond the words. It is noticeable that the author is quite neutral for he used the third person omniscient in his story to show that he stands away, and that he is neutral. The following passage elucidates what was mentioned above:

He had had a nice, good, idle time all the while – plenty of company – and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village. (45-46)

Deriving a grand and humorous from Tom's thoughts and actions, Twain sets a sort of criticism to the church; he wants his readers to that he is the man behind the curtain. He reveals himself in order to make a joke, but he is only half joking when he compliments himself.

II.2.1. The Child Value in Christianity

The author shows in the story the sanctity of the church; he underlines that it is a place to be frequented by people, and that one is supposed to owe it respect through his behaviour. Tom and his friends used to hate to go to the church because they rejected the restricting rules. They were obliged to start memorizing the bible early. That is true Christianity was so severe and strict despite the importance to it gives to children in general.

In the Bible, and in several verses it is obvious that Christianity preserved the child's rights. And it gives him a large space. In Matthew, it is mentioned that:

At that time the disciples came to Jesus and asked, "Who, then, is the greatest in the kingdom of heaven?"

He called a little child to him, and placed the child among them. And he said: "Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me. (Matthew 18:1-5)

And again in Mark, about the Little Children and Jesus, it is said:

People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them (Mark 10:13-16)

Many authors among whom Vishal Mangalwadi has explained the Bible to show the value of the child; Vishal Mangalwadi said in his book *Revelation Movement* that:

We become more like God when we marry. Two become one; when I choose to love my wife and become one with her, we become more like God. When two of us become three and have one family, I become more like God. That's when I understand the father heart of God, the mother heart of God. So, for our own sanctification, godliness, and becoming like God, we need to have children. (1966:122)

Depending on these facets of Christianity, it is clear that Twain tried to relate this religious facts to the context of his story. He uses this shift to create authentic images and to convey credible messages.

Going back to the story, there was only one church in the whole town. The children in the story used to misbehave in the church and there are lot of examples of this

behaviours like, "Now children, I want you all to sit up straight and look as pretty as you can." (22); but now, it is so much different than it used to be before. The majority of people do not go to church but occasionally, like Christmas or Easter. The majority of people today do not always get as dressed up like Tom and the people in his town did, every thing has changed through time.

Society nowadays is not quite the same like it used to be in the past, for instance there are more than one church in each a town, and each church has its own doctrine. Yet the value of the child has never changed.

II.2.2. The Value of the Child in the American Society

The changes in the American society through time have created a certain gap between the generations. These changes have tackled all the sides: the economic, the political and the historical one. The American society has suffered a lot to rise up and to be one of the greatest cities in the world, and during these transformations a lot of things have changed throughout the history but there is one thing that did not change from the past to the present, which is the value and the concept of the child.

If one would take the story of Tom Sawyer and tries to make a comparison between the child in the past that exists in the story and the child nowadays, he will absolutely find out that the child is still the same and still holding the same values and the same principles without any doubt.

As an example, it is meaningful to mention the Wampanoag People who used to live in the east in America. For them, children are the most sacred treasures; they are the footsteps to the future. When children are born, there is a ceremony to welcome them and to honor the Creator for their health. The Wampanoag People give gifts and thank the Creator for the beautiful gift of life. Today, these traditions remain strong among the Wampanoag, as they were in the 1600s.

As Wampanoag children grew, the young boys learn to fish, hunt, gather and work on small crafts. They also learn about the animals and plants because all life is sacred. They would learn from their parents and listen to stories from the Elders. They learn, for example, to respect the rocks, the water and the birds. They learn respect for one another. Young girls learn how to collect shellfish, plant crops, tan animal hides and make clothing. Both girls and boys used to be taught the principles of working together as a community. Children in the 1600s were guided and instructed in their behavior and actions by example as well as with words. If a child misbehaves, he or she is reminded of the correct behavior and made to feel sorry that they have hurt another person.

It is clear, therefore, that the way of education, the way of thinking, and the mood of life are not the same. It is true that change takes place but the child is preserved and secured for he is considered a land mark of any society and its pillar no matter what would be the period: present, past or the future.

Twain tries to portray and to depict his society through the child character. The child here is dealt with to set a sort of social criticism to the whole society; the author, through his novel, has tried to incite people to change the situation and the environment; his ambition to have a virgin society was clear to all readers who could really understand what is beyond the novel. Until now, the story has had a continuous effect on the reader, simply because it is still read until now, and that all those who are affected by this novel are adults rather than children. The latter would rather see these adventures as a funny and wacky ones but the adult's, not all the adults, only who have a certain background, and a certain education, will understand Twain's endeavours.

II.3. The Role of Child Character

The most appealing about children is that their physical beauty, their openness to love and being loved, their playfulness, and their innate humour.

Beyond these matters, it is viewed that the children are beautiful because they possess something that we have all lost – the quality of innocence. The author made use of this criterion to deal with the social reality. The child characters are innocent beings for they carry objective eye witness.

Through innocence many facts could be conveyed and preserved. The innocent character in Twain's novel is meant to reveal realities with no ornaments. He tries to send messages and inculcate morals to different categories of people. Indeed a gap between innocence and experience exists, yet there is nothing that could be attributed to the author's intention. Man does learn from his experiences in life, but through child's behavior, he learns the ways how he learns, live, think, and even how to feel free. To understand more innocence, one needs to rid himself of ignorance, to have a wide scope of imagination that touches almost all the facets of the social reality, to believe in fairy tales, the myth of the infinite power and goodness of parents, thereafter, man can grasp the meaning of being a little child.

The concept of childhood innocence began with the Romantic view of childhood, where children were seen as pure and sin free. The concept was greatly influenced by the eighteenth-century French philosopher *Jean-Jacques Rousseau (1712-1778)* who, in a form of arguments, states: "I believe that children are born good and guiltless, and through life experiences, they learn badness and guilt" (1765). Most parents see their children as innocent and want to protect them from the bad world we live in. This is not always easy, especially when the country they live in is at war in which children take part, or they live in a poor country.

Philippe Ariès, in his influential book entitled *Centuries of Childhood*, made the reading public aware that conceptions of childhood have varied across the centuries. He argues that the very notion of a child is both historically and culturally conditioned, and that the way how the conception of childhood has changed historically and how conceptions differ across cultures is a matter of scholarly controversy and philosophical interest (Aries, 1962). He keeps on arguing partly on the evidence of depictions of infants in medieval art that the medieval thought of children as simply “little adults.”

Childhood is a period of experience and innocence. A young person will not evaluate what happen around him, he will just remind parent's ideology, point of view. This is a period of frivolity and naivety. Childhood is also a period where adults seem nice and sincere, more they represent justice and honesty but it is not always the truth.

The truth is the mirror of the innocence that is the main concept that is used in Twain’s novel Tom Sawyer.

Plato said: “There is truth in wine and children”, the absolute truth is in the eyes of an innocent child who would make you rethink about many matters in this life, and this essence beyond using them in the novel.

Gareth Matthews explains in book entitled *Philosophy of the Young Child* that children have a capacity for puzzlement and mental play that lead them to tackle many of the classic problems of knowledge, value and existence that have traditionally formed the core of philosophical thought. (1982) Matthews’ anecdotes reveal children reasoning about these problems in a way that must be taken seriously by anyone who wants to understand how children would think:

The child through time does not change, but he changes the adult’s life unconsciously, and he is the first representative of the moral status. The child will be always the only messenger that convey moral status to adults honestly, in that reason Twain uses children in his novel to say

that the society will be never okay without the inspiration, and the imagination of children, simply because that their minds tell us about the truth. The Children are the root of goodness that could lead blind people to the correct path. (My emphasis)

Conclusion

Twain has been affected by his environment and by his society that is why he is trying to create some changes at the level of his society. He used the child character as tool to reform the damages at the level of moral status that are carried by the concept of the child and its value that is preserved through centuries by all the religions Christianity, Islam, and Judaism ...etc.

That is why the children here are considered as a fixed image that do not change through time, and the social values that are represented by them still the same and it would never change, because the child is the symbol of eternity, and he offers the originality and authenticity to the whole environment, and spaces.

General Conclusion

The success of *The Adventures of Tom Sawyer* in America is an answer to what is questioned before. The novel is well known and famous in America and it is read by adults and children with no exceptions, this means that Twain has totally succeeded in his attempt to reform the reader's mind and the society as whole. He used the child character as messenger in attempt to change the state of his society, and the bad conditions in America.

Mark Twain's novel *The Adventures of Tom Sawyer* is seen as an autobiographical work because it reflects the early life of the author when he was a child. The impact of his childhood on his entire life gave birth to this gorgeous novel that served to reform the society, and reconstruct the individual's perceptions. In Twain's novel, it seems to the reader that he was lost in his imagination but this creative imagination has created a great novel that is full of adventures, and events of a young boy and his fellow Huck. This great novel is followed by another extraordinary novel which is *The Adventures of Huckleberry Finn*. *The Adventures of Tom Sawyer* is considered as an open gate to *The Adventures of Huckleberry Finn*, because it introduces the protagonist of the next novel and it gives a certain ideas about the next story.

The Adventures of Huckleberry Finn was written after civil war that is considered the shift that relates the two novels. The adventures are not so much "wacky" as life- and liberty-threatening like the first novel. Huckleberry Finn is a poor kid who runs away from his abusive father, this runaway is not just escaping a mean dad; he is escaping an entire system of racially based oppression; in other words, he escapes slavery because of the social discrepancy which started appearing and being considered the capital criterion of appreciation. Finn as character polishes Tom in the first novel *The Adventure of Tom Sawyer*, and he helps the protagonist to show all the sides of his personality, but in the second novel Finn becomes the major character of the story whose life has totally changed. Twain is still criticizing his society through the child character with non stop until he

achieves his objectives. He wants to restore the mood of life in that time, and to clean up the individual's mind in order to have a virgin society.

My dissertation could be considered a platform or a standpoint whereby other research within the same field and around the same subject could be carried out. As reader, one needs to understand and know the affinity between *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. The two novels gravitate around the adventures of child characters. This point is not that haphazard; it requires a meditation. That is why some questions are raised:

- ✓ *Why Twain has separated the two novels, in a time he could have written the two stories in one after the civil war, like for example: *The Adventures of Tom Sawyer and Huckleberry Finn*?*

So:

- ✓ *What is beyond the continuity between the two **graphically separate** novels?*

If one would answer these questions, he would absolutely have a clear panorama about Twain's novels *The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn*, both of them were writing to achieve the same goal. Twain did all his best to change the environment, and to transform the bad situations in America into good ones. The child character was his tool and his weapon to fight in his two novels and as result he succeeded in all ways, and he is now the most celebrated author in the America community.

ملخص

هذه المذكرة تتعامل مع الروائي الأمريكي مارك توين وروايته الشهيرة مغامرات توم سوير التي تذكره بطفولته في مدينة ميسوري. حقيقة المنطقة الجغرافية لعبت دورا هاما في التأثير على الكاتب واختياره لشخصية الطفل الذي لم يكن عشوائيا لأنه أراد أن يصور حقيقة المجتمع، وأراد أن ينتقد المجتمع نقدا اجتماعيا بناءا. لم يهمل الكاتب الجانب الديني في روايته فقد تطرق له في عدة أمكنة في الرواية. ومنه تناول الطفل من الجانب الديني على مستويين مختلفين أظهر للقارئ المثالية والقيم المتوقعة من البشر والتي لم يخلط بينها وبين الوضع الحالي الذي يكتشفه الانسان في كل مرة يسأل نفسه فيها.

الكلمات المفتاحية: المجتمع، الدين، المحيط، الطفل.

Résumé

Cet article traite de la romancière Américain Mark Twain et son roman Les Aventures de Tom Sawyer qui rappelle sa propre enfance dans une petite ville du Missouri. En fait, l'espace géographique a joué un grand rôle dans la modélisation de l'esprit de l'auteur ; son choix de caractères de l'enfant est pas au hasard car il a l'intention de transmettre l'image crédible de sa société et de se permettre la critique sociale.

L'auteur ne semble pas avoir dénigré le côté spirituel ; il a consacré un cadre adéquat à la dimension religieuse. Par conséquent, face à l'enfant à partir d'un point de vue religieux à deux niveaux différents se montrer au lecteur à la fois le idéalisé et les valeurs attendues de l'homme qui ne sont pas à confondre avec la position réelle que l'homme découvre chaque fois qu'il pose des questions sur lui-même.

Mots-clés: société, la religion, l'espace, l'enfant.

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Abstract

The present paper deals with the American novelist Mark Twain and his novel *The Adventures of Tom Sawyer* which recalls his own childhood in a small Missouri town. In fact, the geographical space played a great role in modeling the author's mind; his choice of child characters is not that haphazard for he intends to convey a credible image of his society and to allow himself room for social criticism.

The author does not seem to have denigrated the spiritual side; he devoted an adequate frame to religious dimension. Therefore, dealing with the child from a religious point of view at two different levels would show the reader both the idealized and the expected values of man which are not to be confused with the actual stance that man discovers every time he asks questions about himself.

Keywords: Society, religion, space, child.

ملخص

هذه المذكرة تتعامل مع الروائي الأمريكي مارك توين وروايته الشهيرة مغامرات توم سوير التي تذكره بطفولته في مدينة ميسوري. حقيقة المنطقة الجغرافية لعبت دورا هاما في التأثير على الكاتب واختياره لشخصية الطفل الذي لم يكن عشوائيا لأنه أراد أن يصور حقيقة المجتمع، وأراد أن ينتقد المجتمع نقدا اجتماعيا بناءا.

لم يهمل الكاتب الجانب الديني في روايته فقد تطرق له في عدة أمكنة في الرواية. ومنه تناول الطفل من الجانب الديني على مستويين مختلفين أظهر للقارئ المثالية والقيم المتوقعة من البشر والتي لم يخلط بينها وبين الوضع الحالي الذي يكتشفه الانسان في كل مرة يسأل نفسه فيها.

الكلمات المفتاحية: المجتمع، الدين، المحيط، الطفل.

Résumé

Cet article traite de la romancière Américain Mark Twain et son roman *Les Aventures de Tom Sawyer* qui rappelle sa propre enfance dans une petite ville du Missouri. En fait, l'espace géographique a joué un grand rôle dans la modélisation de l'esprit de l'auteur ; son choix de caractères de l'enfant est pas au hasard car il a l'intention de transmettre l'image crédible de sa société et de se permettre la critique sociale.

L'auteur ne semble pas avoir dénigré le côté spirituel ; il a consacré un cadre adéquat à la dimension religieuse. Par conséquent, face à l'enfant à partir d'un point de vue religieux à deux niveaux différents se montrer au lecteur à la fois le idéalisé et les valeurs attendues de l'homme qui ne sont pas à confondre avec la position réelle que l'homme découvre chaque fois qu'il pose des questions sur lui-même.

Mots-clés: société, la religion, l'espace, l'enfant.