

DR. SEUSS' ECOLOGICAL APPROACH FOR CHILDREN

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Abstract: There is an extreme need now that the children must be aware concerning the current state, safeguard and conservation of the environment. The paper focuses on ecocritical values to children. Children's literature is humorous, motivating, useful, and creative. Eco-writing, in the form of children's literature can enhance environmental literacy. I have analyzed Dr. Seuss' typical children's book *Horton Hears a who!*, which educates queries and interpretation about the concept and environment of information. Just as the wildlife creatures affects almost what is existent, so would the children as well. This paper is an attempt to emphasize how eco-literature be able to provoke the children in the direction of getting engaged with the environment and to grow their knowledge of environmental conscious and conceptions. It examines Ecocriticism as a field through the critical lens of children's literature.

Keywords: Ecological concerns; Sustainable development; Eco-consciousness; Dr. Seuss; Horton.

INTRODUCTION

Human beings belong to this globe in significantly the same way as wildlife and plant life does. They are also a species of animal, portion of the surroundings of the earth and dependent upon it for their existence. The so called social being is a creation of a lengthy process called development in which the "ecological balance played a significant role". Oftentimes it takes pictures of global extermination to motivate people into action after ages of sitting pointlessly by viewing things gradually decay. We cannot inspire societies to change the environmental situations that give growth to opinions of theorization without orientation to the real environmental annihilation that is an ongoing progression in truth. This means that, even when our metaphors of deep ecology are not completely precise, our usage of elements of scientifically-established realism recreates the near by control structures in valuable ways. When we teach them from the child days, they will know the values of this decaying earth. Children's literature is humorous, motivating, revealing, and creative. Image books are an identical operative device to endorse ecological learning. It blows existence to notions which are witnessed to be lifeless in the workbooks. In addition, it give disputes and images to aid the youngsters reflect about the problems and circumstances along side explaining the aspect of those stories. Through these kind of books, kids of all the ages who are clever enough to absorb almost all the sides of ecological situation and improved comprehend the affinity of their existence with the environs. Literature through pictorial supports can also be used to endorse ecological consciousness among children.

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The environmentalism awareness in children's literature began in 1950 with Dr. Seuss's. His works have become the absolute text of literary environmentalism and thus also the purpose of study in educational surroundings ranging from the lowest grade classrooms to colleges. Dr. Seuss's typical, *Horton Hears a Who!*, conflicting a case of evolutionary study of a single work of literature with the kind of response distinctive of cultural critique, simply in demand to include our consideration, for the sake of attention, and we are not the only species to do so.

"The most alarming of all man- assaults upon the environment is the contamination of air, earth, rivers, and sea with dangerous and even Ethel materials. This pollution is the for most part irrecoverable; the chain of evil it initiates not only in the world that must support life but in living tissues is far the most part irrecoverable. In this now universal contamination of the environment, chemicals are the sinister and little recognized partners of radiation in changing the very nature of the world – the very nature of its life" (Rachel Larson: Silent Springs).

"The operational definition of sustainability implies that the first step in our endeavor to build sustainable communities must be to become 'ecologically literate', i.e. to understand the principles of organization, common to all living systems, that ecosystems have evolved to sustain the web of life" (Capra 2003:201). Ecocriticism also emphasizes on Eco-literacy because it is our capability to apprehend the simple ideologies of environmentalism, and to aware in view of that to protect from the future disasters. Eco-literacy – a thoughtful of the canons of organization that ecosystems have evolved to sustain 'the web of life' – is the major phase on the way to environmental sustainability. Humankind has the capacity to accomplish sustainable development to realize the requirements of the current lacking in granting the capacity of the forthcoming generation to encounter their basic and individual essentials. They prompt us of our concern to permit on to our generation kids and grandchildren an ecosphere with as many chances as the one we genetically inherit. Saving money for our children's future only gives them a bright future with regard to economics; but by giving a safe environment to sustain a normal life is of utmost consequence.

OBJECTIVES

There is a lack of eco-consciousness among human beings in recent years. We often blame the society or the government for the life we live, which puts us in a huge disaster in future. A close analysis will tell us that it is not the political or the society to be blamed but we as an individual within the society to be blamed and should take an initiative. Therefore, it is us who needs to bring-forth the change in ourselves which leads to change in society. This idea is powerfully brought out in the short stories of Dr. Seuss', particularly in *Dr. Seuss': Horton hears a Who!* Dr. Seuss insists that the trouble with man is man; it is a frightening force which

mankind must recognize and control. Hence, through a critical analysis of the story *Dr. Seuss': Horton hears a Who!*, this study aims to fix the individual responsibility towards ecologically conscious and tries to show how a society can be changed by transforming the individuals and live with the ecological aspects not only for us but for the future generations too.

METHODOLOGY

Horton Hears a Who! is a well-known children's book written by Dr. Seuss Geisel was published in 1954. I have first analyzed the mind of the author to understand the circumstances of his age and also the selfish mind of the human being in reference with environment. In this article I have done an analysis of *Horton Hears a Who* by selecting appropriate passages and incidents that would reveal the individual responsibility towards ecocriticism. An eco-critical reading of the book *Horton Hears a Who!* is done in this paper and have also substantiate the ideas of many critics especially in an eco-perspective view of this book.

Justifying Environmental Justice

An imperative concept of environmental impartiality has been dealt with in *Horton hears a Who!* From teenagers' perspective. In her essay "Environmental Justice Children's Literature: Depicting, Defending and Celebrating Trees and Birds, colors and People" (Kamala Platt) Sheen counters the consensus understanding of ecocriticism. She also offers fascinating interpretations of environmental justice books for youngsters. Educators can boost the school children to make a glance on the books roughly where in ecological knowledge can be gained as well, the teachers can make aware which these books stresses on humankind and civilization. Eco-Literature can be a dynamic device for working out environmental science and fossils. The children can be prepared to read books like "*A Dinosaur Named Sue: The Story of the Colossal Fossil!*" (Pat Reif). For illustration of his opinion, the teacher can bury some remnants and the children may be endorsed to dig them up and exercise toothbrushes to fresh them. Environmental justice advanced as a perception in the United States in the early 1980s. The term has two different uses. The major and more common procedure describes a social movement in the United States whose importance is on the sensible scattering of natural benefits and difficulties. In the US, environmental justice was adapted to the children in schools which can benefit them during their natural lifespan. This topic is tasks to high point how eco-literature can embolden the children to get elaborate with the environment and advance their knowledge of environmental beginnings. It notices Ecocriticism as a source through the precarious lens of children's literature. "*Kenneth B. Kidd's Wild Thing: Children's Culture and Ecocriticism*" is another highly illustrative book about children's literature and eco-consciousness. It is

a collection of compositions about the interaction of children's texts-storybook, audiovisual aid, traditional- and children's conservational knowledge. It inspects the behaviors in which literature, mass media, and other methods of portrayal can be formed by flora and fauna, habitation, and natural science, can have revitalizing effect on the children's realization.

Dr.Seuss' Ecological Approach

Dr.Seuss was an American author and cartoonist. He was greatly and widely known for his children's books, published forty six children's books, often viewed as by inventive characters, nursery rhyme, and common use of anapestic meter. Over the use of image books, offspring of all ages are gifted to absorb about the many sides of their environmental situation and improved understanding the affinity of exists with their environments. Though Seuss made a fact of not commencement the marks of his stories with a moral and ethical in notice, stating that "kids can see a moral coming a mile off," Dr.Seuss mainly stressed on kids because we (adults) are such an exceedingly communal species, we want the attention of others. Kids are worried at grownups who do not respond to them; newborns and children across cultures rebuke others by diminishing attention. In *Horton Hears a Who* Dr.Seuss' conveys the story of Horton, the Elephant, who while enjoying the jungle's greatest joy by splashing in the pool. In a sudden, he heard a tinny voice. Horton didn't panic instead he was ready to help it out but he couldn't realize the sound from the speck. Horton has never heard of a small speck until then. It realized that even a little speck as its own world "After all, a person's person no matter how small" (Horton) and wanted to save the tiny little speck from the harms and dangers of the jungle. Other creatures in the jungle didn't believe Horton rather they thought that the elephant went crazy and bluffing. The whole jungle laughed at him. But, Horton didn't leave his hope. He strongly believed that it may have its own world. Horton stood up for the concerns of the tiny speck i.e. the Whos, even though many creatures in the jungle such as sour kangaroo, monkeys and an eagle tried to destroy that speck but Horton made the Whos to be so loud enough in order to prove the whole jungle is wrong. In the end the whole Whos world made a huge noise and proved their existence to the rest of the jungle.

Dr.Seuss' point is to make the ecological concerns more in his works. The portrayal of character was such a phenomenon. According to him, the bigger the size, the bigger in heart. He portrayed Horton, the elephant as a kind hearted creature which led a huge impact and concern for environment. The only solution to solve the crisis faced by the people in the present world is deep ecological consciousness which makes one believe that nothing in the cosmos is created without purpose and meaning. The conflict between Horton and Sour kangaroo and the supporters of Kangaroo is actually a conflict between deep ecologist and shallow ecologist. In other words everything in this natural world is beautiful and valuable. Horton

is a character who is willing to accept and accommodate diverse worlds to which he cannot even physically belong. Dr. Seuss' ideology was so simple, in order to be aware of the biological systems and its circumstances, one should be educated properly of the ongoing environmental crisis. So, Dr. Seuss wanted the children to educate through his books, especially in the context of *Horton hears a Who!* Were deep ecology will prefer the former and exhort human beings to love all things with an unconditionally, which can be called spirituality.

His thoughts were different in which he wanted the children to learn all about the environmental issues, eco-consciousness and sustainable development. Children's literature and ecocriticism have largely been separate issues. It is a shared awareness in which the connection amid children and environment is twofold. On the one hand, there is the belief that children are innocent, on the other hand, the child is assumed to be devoid of content. A child has no necessary connection with nature, any experience or understanding of it, so it is presumed that the onus lies on elders to make the children aware of their natural surroundings.

My Town is called Who-Ville

"A person's a person, no matter how small." According to Dr. Seuss, size doesn't matter, even a small creature as its own world. Here in this book, He brings out the two different worlds. He wants the children to realize the concept of sustainable development. The jungle represents our own world whereas the Who-Ville is the other creatures and animals. Dr. Seuss was known as a first environmentalist to manipulate is thoughts among children. So he emphasized in his books in an interesting way and uses ecological fantasy to teach children about their responsibilities to the world, staking its claim to the didactic and giving its violence a moral purpose. Who-Ville is a representation of the other living creatures, other than human beings in this world. According to Dr. Seuss, even a small speck is important in this world. This was found by Horton in this story. Horton believes and hears a sound only to its ear. But the other animal doesn't believe Horton and thinks him one spoiler in the jungle. Horton gets a response from the Who-Ville, and talks to the mayor. Horton and the Mayor are the interconnect or of the both the worlds. Horton tries to save this speck from the other creatures. Here Dr. Seuss shows Horton as an environmentalist, who tries to save the green planet. But the other creatures which are denoted as lack of eco-consciousness inside them, thinks they are so educated and knowledgeable but in real they are not. Dr. Seuss proves the Who-Ville should also live because they know they need of sustainable development by default. Nobody has thought about the ecocritical concepts, benefits and burdens. Only human beings are so obsessed with their lives and didn't realize the need of hour, which is the sustainable development. That's why Dr. Seuss tries to teach the children so that they can be so aware of the present and future generation. *Horton Hears a Who!* And other highly powerful environmental children's books

empower the child, a member of the society who is of course conservatively seen as powerless people in this world. But According to Dr. Seuss, what we teach them, they will reflect and prolong in their whole life span and also reflects how a small particle also matters a lot.

CONCLUSION

Thus, children's literature can be an effective medium in flashing the environment-realization. Children's literature with intimations of ecological concerns can help uphold eco-consciousness among the upcoming generations. Mothers can play a significant role by becoming the first teachers of their children in this respect. As they make their children sleep by singing lullabies, they must take the creativity of telling the stories about obliteration of environment today in order to make alertness among their children. It is a collection of articles about the relationship of youngsters' texts- fictional, mythical, audiovisual aid, traditional- and children's environmental knowledge. Since ecocriticism is a unique brand of criticism there was a need to deal with the critical phenomenon called ecocriticism. It inspects the ways in which literature and other modes of depiction can be formed by nature and ecosystem, and can have refreshing impression on the children's realization. It will be vastly valuable because if children are refreshed to explore nature from the foundation, they will not face the extreme contributions. Children's literature, entwined with environmental issues, where it can extract the most valued endowment to the humankind in that surroundings. Especially, in the context of *Horton hears a Who* clearly portrays the point of view eco-criticism and an eco-critical approach on children. In the future, these children will learn the ecological mission of the show, in terms of both its themes and its summons to viewers to participate in local and global environmental activism.

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