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The Conflict between Imagination and Societal Expectations in Montgomery's *Anne of Green Gables*

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DECLARATION OF INTEGRITY

I, "**SEBTI Manal**", solemnly declare that the dissertation titled "**The conflict between Imagination and Societal Expectation in Montgomery's Anne of Green Gables**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

To my beloved parents

Who have been my source of inspiration, guide and give me strength and also provide me with moral, spiritual, emotional, and financial support, my words will never do enough in thanking you for the great contribution you made in my life.

To my siblings

Thank you for being such a wonderful part of my life, I am so grateful for all you do for me.

To my friends

Thank you just for being there for me. For making me feel supported, loved, and cared for.

To all my family members

Thank you for your love and support.

Acknowledgment

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Abstract

Anne of Green Gables is considered as one of the iconic of classic literature at the 20th century, mostly known by its protagonist Anne Shirley, a young woman who has a vivid imagination, this latter clashes with her community's social norms. The present study explores the conflict between imagination and societal expectations through the character of Anne Shirley by using two different lenses: the Freudian Psychoanalysis and the Orphan archetype, the research aims at examining the inner psychological phenomenon that occurred within the protagonist's character, also it attempts to investigate Anne's orphan archetype in order to prove that she embodies its essential qualities. The study revealed that the main character experienced a conflict to balance between her imagination and the real world, this conflict resulted her to develop challenges within her societal environment.

Key words: Anne of Green Gables, Anne Shirley, Imagination, Orphan archetype, Societal expectations.

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General Introduction

The novel of *Anne of Green Gables* is a beloved classic among readers of all ages. First published in 1908, this work by Canadian author Lucy Maud Montgomery was influenced by children's books like *Little Woman* and *Alice in Wonderland* as well as a newspaper article Montgomery had read about an English couple who had intended to adopt a boy but ended up with a girl. In order to precisely depict her early years born and raised on Prince Edward Island at the end of the Victorian era, L.M. Montgomery utilized her own youth as the background upon which her heroine's story might reveal in the 1880 at the beginning of her representation of Anne. As a result, we discover a lot of Maud's attributes in the book. L.M. Montgomery was a lonely young woman who grew up with her stringent grandparents and lived with them. Her existence was tragically lonely, Moreover, her family's poor treatment of her contributed to those emotions, and her relatives showed her little love, also throughout that time writing was her passion because she had record everything that has happened in her life, and in the end she rose to fame as one of the best writers and the masterpiece that she made was a reason for this fame. L. M .Montgomery analyses her writing in the light of the many significant changes that her time saw, such as the emergence of new technologies and the woman's movement, she also looks at how *Anne of Green Gables* is consumed both domestically and abroad in terms of high culture and cultural tourism. The diverse group of contributions includes Feminist, Biographical, Psychoanalytical, Historical, and Cultural perspectives, as well as viewpoints from across fields and boundaries. *Anne of Green Gables* is a book that chronicles the story of Anne Shirley, a young orphan who ended up in Avonlea due to confusion, the siblings, Marilla and Matthew Cuthbert had not anticipated her coming, Actually, they preferred to take custody, a guy is better equipped than a girl to assist them in caring for Green Gables, but who can guess? For them, this is the best fallacy, in actuality, this young child's vivid imagination made them both likeable. Despite the fact that none of them had ever raised a child before, when they decided to care for her, they made every effort to provide her the most care possible. Since this

is their first experience, they swear not to make it worthless. They sent her to school while supporting and advising her in a parental manner. She was frequently moved by Anne's kind and passionate personality. It's been a very long time since she was handled in that manner. With every act of compassion, she did her best to care for them, her priceless parent custody. She sought to gain both of their attention.

Imagination is a form of environmental adjustment. If we follow the evolution of the imagination from its beginnings as a companion to muscular activity to its increasingly sophisticated manifestations, which we will refer to as autistic thinking, this truth will become clear. A person's Imagination may be used to create pretty accurate recreations of previous events, to make plans for the future, to solve issues, or it can just be used as an internal game to avoid dealing with the reality of life.

Arifani and Indah Wardaty Saud, In their article which was based on the novel *Anne of Green Gables* claim that Anne Shirley reflects L.M.Montgomery's life, the researchers state that:

Montgomery has practical imaginative personality; this is one of the types of imagination .this imagination controlled by its condition .Moreover, Montgomery was a lonely girl .when she was a child she lived with her grandparents who were severe .Her life was very tragic and loneliness (37).

In his article "Bloom in the Moonshine": Imagination as Liberation in Anne of Green Gables, Paige Gray describes imagination in *Anne of Green Gables* as a source of survival method for he says:

You could imagine. Imagination in Anne of Green Gables serves not only as a source of pleasure for Anne, but also as a source of survival, motivation, and power. As a poor, clever girl with no family and few options in early twentieth-century Canada, Anne's

fantasies prior to her adoption by Marilla and Matthew serve as a means to mentally create safe havens and luminous spaces(169).

Kelly Sytsma, in his article "The power of Imagination", he describes the notion of imagination in William Shakespeare's play "A Midsummer Night's Dream", he said that "the play is a reflection on the quality of the imagination that makes love possible. Throughout the play, the real world and the fairy world are intermingled, causing the audience to question the possibility of each"(24).

In the novel of Anne of Green Gables, the main character Anne Shirley uses her Imagination which interrupt her tasks and discussions to escape from reality into her Imaginary world, and this causes the core point of struggle which is the conflict between Imagination and Social Expectations, In this paper the researcher will attempt to examine the inner psychological phenomenon that occurred within the characters by using Freud's Theories of mind and defense mechanism, the research will also attempts to investigate Anne's orphan Archetype in order to prove the general conflict in the novel.

This research will apply two different approaches: Psychoanalytical Criticism and Archetypal Criticism. This study aims at applying Freudian Psychoanalytical Criticism to interpret the main character's 'portrayals' words and deeds in order to reveal the conflict that occurs between the protagonist's vivid imagination and societal expectations. The researcher chose the Orphan archetype because it fit the protagonist's personality. This study opens with a theoretical chapter that provides the foundation of the two following chapters

The first chapter will provide the theoretical framework by which the researcher will build the next two chapters. The first chapter divided into two major sections; Freudian Psychoanalytical Criticism and Orphan archetype. The first part will investigate Freud's perspectives on the unconscious, the classical concepts of the id, ego and superego, as well as

defense mechanisms. The second part will present a depth-examination of the Orphan archetype.

The second chapter will attempt to indicate the major pressures and expectations in Avonlea community. The following pages will attempt to detect the major strict characters in the novel, who are against the protagonist attitude. Also, the researcher will examine the character's clashing ideas, and desire of the id, ego, and superego. Furthermore, this research will indicate the protagonist's trauma.

The last chapter will present the protagonist's imagination, as well as depicting the protagonist's daydreams and with try to identify the connection between the protagonist and nature. The researcher will draw an investigation on the way which the protagonist uses her imagination to escape. Moreover, the researcher will highlight the positive and negative side of the protagonist's imagination. The following pages will discover the protagonist's defense mechanisms and examine the words of the character in order to gain access to her unconscious mind. Next, the researcher will try to prove that the protagonist embodies the qualities of the Orphan archetype.

Chapter one: Theoretical Background

Introduction:

In this chapter, the researcher will try to trace the major concepts consisting the Freudian Psychoanalytical Criticism and Defense Mechanism, as well as the Orphan Archetypal Criticism in order to prove the general conflict in *Anne of Green Gables* by Lucy Maud Montgomery. The first part will be about Freudian Psychoanalysis where the researcher will investigate certain fundamental components of Freudian Psychoanalysis Criticism. The study begins by indicating one of Freud's basic concepts, the Unconscious mind, which contains different mental processes. One of the important elements about those processes is the inner conflict between the id, ego, and superego which are three essential parts. Then, the research will attempt to represent each agent's distinctive features besides showing their relationship to one another. Also the research will tackle the group of defense mechanisms: Denial, Displacement, and Repression which are dominant in the protagonist character followed by the surrounding circumstances. Moreover, the second part of the first chapter will tackle the Archetype theory focusing on the orphan one, by which we provide a brief definition of the element, as well as introducing its main concept and ideologies.

1.1 Freudian Psychoanalytical Criticism:

Freudian psychoanalytic theory is considered as the greatest interpretive theory which left a wide impact on the history, as stated by Thurswell, "Today we all live in the shadow of Freud's innovative and controversial concepts. In their scope and subsequent impact Freud's writings embody a core of ideas that amount to more than the beliefs of single thinker. Rather, they function like myths for our culture, taken together, they present a way of looking at the world that has been powerfully transformative" (1).

Sigmund Freud believed that making unconscious motivations and thoughts conscious could be a solution to cure people, by investigating the interplay of conscious and unconscious

factors in the mind, “Psychoanalysis has been described as a type of treatment that tries to treat mental illnesses. Psychoanalysis looks at how we express our deepest fears and how they relate to culture, giving us a perspective on them as cultural forms (Hossain 42). In his book, *Beginning theory: An Introduction to literary and cultural theory*, Barry defines Psychoanalytic criticism as:

Psychoanalytic criticism is a form of literary criticism which uses some of the techniques of psychoanalysis in the interpretation of literature. Psychoanalysis itself is a form of therapy which aims to cure mental disorders ‘by investigating the interaction of conscious and unconscious elements in the mind’ (as the Concise Oxford Dictionary puts it). The classic method of doing this is to get the patient to talk freely, in such a way that the repressed fears and conflicts which are causing the problems are brought into the conscious mind and openly faced, rather than remaining ‘buried’ in the unconscious. This practice is based upon specific theories of how the mind, the instincts, and sexuality work. (Barry 96)

Freudian psychoanalytical Criticism is a form of literary criticism associated with the work of Sigmund Freud and his theories about the unconscious, and often attempts to uncover repressed desires and emotions in both characters and readers alike,” psychoanalysis emphasized on motives, it focused on hidden or disguised motives which helps to clarify literature on two levels, the level of writing itself and the level of character action within the text. Psychoanalysis gives emphasis on the subject and tries to explain what are the relationship of meaning and identity to psychic and cultural forces. Psychoanalysis has a great importance in contemporary understandings of reading, meaning and the relation of literature to culture” (Hossain 41).

1.1.1. Freud on the Unconscious:

Freud believed that the unconscious mind had a powerful influence on our behavior, even though we are not aware of it,” Sigmund Freud emphasized the importance of the unconscious mind, and a primary assumption of Freudian theory is that the unconscious mind governs behavior to a greater degree than people suspect. Indeed, the goal of psychoanalysis is to make the unconscious conscious” (Mcleod).

The idea of the unconscious which is the area of the mind beyond consciousness but still has a significant impact on our behaviour, is the foundation of all of Freud’s work, Freud did not discover the unconsciousness, rather, what makes him special is that he gave it such a significant place in our life, Repression is a concept linked to this which is the ‘ forgetting’ or ignoring of unresolved conflicts, unacknowledged desires, or painful previous events in order to push them out of our consciousness and into the unconsciousness. (Barry 96), Freud assumed that most of our mental life takes place in the unconscious, and this is where we process complex emotions and hidden motivations, “Freud also believed that all of our basic instincts and urges were also contained in the unconscious mind. The life and death instincts, for example, were found in the unconscious. The life instincts, sometimes known as the sexual instincts, are those that are related to survival. The death instincts include such things as thoughts of aggression, trauma, and danger” (Cherry).

1.1.2. Freud on the Id, Ego, and Superego:

According to Sigmund Freud, the human psyche is complex and has more than one element, he states in his theory that these elements emerge at different times and have different roles in personality, but at the same time there is a contribution between them and each components impacts the human behaviors and choices, Freud called those elements the Id, Ego, and Superego (Cherry).

1.1.2.1. The Id:

The id is an unconscious part of the personality that is driven by instinct and desires, and is also driven by the pleasure principle, which seeks to rapidly fulfill all urges, if the id's demands are not met, it develops tension, however, because all wants cannot be met immediately, those needs may be met at least momentarily through primary process thinking, which involves the person fantasizing about what they want (Vinney).

Many scholars provide a different concept of the word "Id" based on Freud's original definition, Lapsley and Stey define the "Id" as:

The mature structural theory largely replaces the ill-defined notions of unconsciousness and the system Ucs with the "id." The id becomes a psychical province that incorporates instinctual drive energies, and everything else that is part of our phylogenetic inheritance. The id operates unconsciously, accords with primary process, and impels the organism to engage in need-satisfying, tension-reducing activities, which are experienced as "pleasure." (5)

In short, the id is motivated by pleasure and self-gratification and seeks immediate satisfaction while instinctually driven by the pleasure principle.

1.1.2.2 The Ego:

The informal term "ego" is frequently used to imply that a person has an exaggerated sense of self. The ego in personality does, however, have a benefit. It is the aspect of your personality that keeps you rooted in reality and resists the id and superego's attempts to sway you too strongly in the direction of your most primal desires or morally upright ideals. A great feeling of self-awareness is a sign of a robust ego (Cherry).

The ego uses secondary process thinking, which is logical, practical, and focused on finding solutions to problems. If a course of action is unsuccessful, it is considered through once more

until an answer is discovered. This is referred to as reality testing, and it gives the person the ability to master their ego and show impulse control as well as self-control” (McLeod). The ego operates at conscious, preconscious, and unconscious levels. The ego’s consideration of reality is conscious. However, it may also keep forbidden desires hidden by unconsciously repressing them. Much of the ego’s functioning is also preconscious, meaning it happens below awareness but takes little effort to bring those thoughts into consciousness (Vinney). Also The reality principle, on which the ego is based, aspires to realistically and socially acceptable methods to satiate the id's desires. Before choosing to act on or ignore impulses, the reality principle assesses the advantages and disadvantages of a course of action (Cherry).

1.1.2.3 The Superego:

The superego represents social norms and values, aiming to guide behaviour in a way that is culturally acceptable, “According to Sigmund Freud’s psychoanalytic theory of personality, the superego is the component of personality composed of the internalized ideals that we have acquired from our parents and society. The superego works to suppress the urges of the id and tries to make the ego behave morally, rather than realistically” (Cherry).

The conscious and the ego ideal are the two parts that make up the superego. The conscious is the aspect of the superego that prohibits improper conduct and punishes with guilt when someone violates these rules. The guidelines and expectations of proper conduct that one should follow are part of the ego ideal, or ideal self. One experiences emotions of pride if they are successful in doing so. However, if the ego ideal's standards are set too high, the individual will feel like guilty and failure (Vinney). On the other hand,” The superego emerges as a consequence of the Oedipal drama, whereby the child takes on the authority and magnificence of parental figures through introjection or identification. Whereas the id operates in pursuit of pleasure, and whereas the ego is governed by the reality principle, the superego bids the psychic

apparatus to pursue idealistic goals and perfection. It is the source of moral censorship and of conscience” (Lapsley and Stey 1).

To conclude Kendra Cherry states that it is important to balance between the three elements and according to Sigmund Freud, an imbalance between them will lead to a maladaptive personality, “If the ego is able to adequately moderate between the demands of reality, the id, and the superego, a healthy and well-adjusted personality emerges. Freud believed that an imbalance between these elements would lead to a maladaptive personality” (Cherry).

1.1.3 Freud on the Ego Defense Mechanisms:

A defense mechanism is an unconsciously used psychological strategy that reduces the anxiety caused by threatening or otherwise uncomfortable emotions. It is a behavior, thought process or distortion of reality which shields a person from unpleasant feelings to enable them to cope with distressing situations and their associated emotions, Phebe Cramer in his book, *Protecting the self: Defense Mechanisms in Action*, describes Defense Mechanisms as:

Unconscious mental mechanisms that are directed against both internal drive pressures and external pressures, especially those that threaten self-esteem or the structure of the self, as might occur when friends or family fail to be empathic or in some other way are “lost” to be the individual. The function of the defense mechanism twofold: to protect the individual from experiencing excessive anxiety, and to protect the integration of the self. (7)

According to him, the defense mechanisms are unconscious processes which attempt to protect people from stress and anxiety.

1.1.3.1 Repression:

Repression is a psychological defense mechanism where an individual unconsciously pushes away or ignores memories, thoughts, feelings, or experiences that are too painful to process. According to Boag; "Repression is a defense mechanism whereby unpleasure – provoking mental processes, such as morally disagreeable impulses and painful memories, are actively prevented from entering conscious awareness. Repression is a central concept in classical psychoanalysis and provides the basis for explaining psychopathology in terms of psychodynamic processes (unconscious mental process, conflict, and defense)" (Boag). According to Sigmund Freud; "Repression is not a primitive defense mechanism and only arises subsequent to the developmental period when the unconscious separated from the conscious, the process consisting essentially in the exclusion of the censored craving from consciousness" (444)

1.1.3.2 Displacement:

As a kind of defense mechanisms, Displacement is the act of shifting one's unfavorable emotions from one item or person to another, for example, if someone is upset with their job, they could take it out on a family member by yelling at them (Fletcher). In his book, *Ego Mechanisms of Defense: A Guide for Clinicians and Researchers*, Vaillant defines Displacement as:

Displacement refers to the purposeful (albeit unconscious) redirection of feelings toward a safer or less important object than the person or situation arousing the feelings or impulses. The feelings remain the same but their object is changed. Displacement involves the discharge of emotions, often angry erotic, onto things, animals, or people perceived as less dangerous by the individual than those with whom the feelings were originally evoked. (273)

In short, Displacement is a technique for reducing anxiety that involves projecting aggressive feelings onto an object that is less dangerous.

It is viewed that “Displacement occurs when the Id wants to do something which the superego does not permit. The Ego thus finds some other way of releasing the psychic energy of the Id. Thus there is a transfer of energy from a repressed object-cathexis to a more acceptable object” (McLeod).

1.1.3.3 Denial:

Denial is a defense mechanism that involves rejecting any truth of a circumstances in order to reduce anxiety. Defense mechanisms are coping methods that humans employ to deal with upsetting emotions and in this situation, denial might take the form of refusing to acknowledge reality or disclaiming its effects (Cherry). Di Giuseppe and Perry describe the function of denial as:

Neurotic denial serves to prevent the subject who uses it and anyone querying him from recognizing specific feelings, wishes, intentions, or actions for which the subject might be responsible. The denial avoids admitting or becoming aware of a psychic fact (idea and feeling) which the subject believes would bring him aversive consequences (such as shame, grief, or other painful affect). The evidence for this is clear whenever a subject breaks through his own denial and experiences shame or other emotion at what he learns about himself, often apologizing to the interviewer and so forth. (Di Giuseppe and Perry)

The function of denial is to protect oneself from an uncomfortable or distressing reality. It involves refusing to acknowledge or accept something that is true, often because it causes psychological discomfort or threatens to undermine one’s sense of self or security.” While it may temporarily shield you from anxiety or pain, denial also requires a substantial investment

of energy. Because of this, other defenses are used to help keep these unacceptable feelings from conscious awareness” (Cherry).

1.2 Archetypal Criticism:

In Gillespie’s view; the belief of archetypal literary critics is that many myths and fairy tales depict a dimension of human experience that is deeper than any rational or intellectual reasoning. These critics—let’s call them myth critics for short—believe that the literature that best depicts and communicates this enchanted world is the great literature that has been consistently appealing to people throughout history. Finding the mythological components that give a piece of literature this deeper resonance is the task of archetypal criticism (Gillespie). Richter defines Archetypal Criticism as; the creation of archetypal literary criticism, which was influenced by the views of psychologist C. G. Jung and literary theorist Northrop Frye, gave the ancient philosophical premise of the archetypal new importance and usage. However, Frye’s view of the archetype as being grounded in bodily desire and the imagination, as given in his works *Fearful Symmetry* (1947) and *Anatomy of Criticism* (1957), differs with Jung’s conception of the archetypes of the collective unconscious.(Richter)

Archetypal criticism is an approach to literary criticism influenced by the theories of psychologist Carl Gustav Gung. It studies patterns in literature that suggest connection between characters, plot, elements, and images, which may align with unconscious observations and experiences or recurring themes and symbols across cultures.

1.2 .1 The Orphan Archetype:

The Orphan’s past is marked by trauma, abandonment, mistreatment, or neglect. They are frequently shown as an outsider who must fast mature and fend for themselves. The orphan, often referred to as the Realist, has a propensity towards pessimism (Wurdeman). “The orphans use imagination, connection to the natural world, and an open, optimistic, curiosity about life

to maintain a healthy belief in possibility. This belief in the possible creates a healthy, hopeful attitude about the future. Individuals are encouraged to engage consciously with these forgotten archetypal qualities and characteristics in an attempt to bring emotional and psychological balance to our communities, for, with no belief in possibility there can be no hope for the future” (Benjamin).”The orphan’s process lies metaphorically within anyone who seeks the fulfillment of a life that is as rich in solitude as it is in relationship. The presence of the orphan in our lives beckons us to question not only how we shall respond to our aloneness, but how we might practice obedience to all of creation” (Isaac).

Conclusion:

The Theoretical Background was essentially meant to lengthily explore the body of the two parts (Freudian psychoanalysis criticism, Archetypal criticism) which were discovered to be a significant addition to the academic sector. The first section tackled the Freudian psychoanalysis criticism, the researcher attempted to examine Freudian notions and concepts that the researcher used in the investigation of the next chapter. According to Freud, the unconscious is one of several parts of the human brain process, where people develop a set of desires that are often rejected by the conscious. Freud believed that humans have evolved a variety of defense systems to keep them from being conscious. According to Freud, these impulses continue to struggle for recognition and release inside the awareness. The second section tackled the Archetypal criticism which is a literary theory that explores the fundamental human experience and emotions that form the basis of literature by studying the archetypes or universal symbols or characters, that are found in Myths, Legends, and Stories, and the major discussed archetype is the Orphan, where the researcher provided a brief definition of the element, which refers to a character who has experienced loss, isolation, or abandonment early in life, and therefore feels disconnected from others or society as a whole.

Chapter Two: Psychoanalytical Criticism

Introduction:

The chapter will tackle Freudian psychoanalysis criticism, an analytical study of the protagonist “Anne Shirley “. The researcher will begin by a short summary of the story events, following by the concept of societal expectations in the novel especially in Prince Edward Island, Canada; the area in which the story takes place, also the researcher will present the major societal pressures that were experienced by the protagonist from multiple sources, including many characters. Next, the researcher will mention the characters who were against Anne’s behavior, then it will attempt to investigate the clashing desires of each Id, Ego and Superego of the protagonist. Finally, it will attempt to unveil the traumatic events that the protagonist went through

2.1 A Synopsis of Anne of Green Gables

Anne of Green Gables is a 1908 novel by Canadian author Lucy. Maud. Montgomery. The novel recounts the adventures of a young orphan girl named Anne Shirley who was adopted mistakenly by two unmarried siblings Marilla and Matthew Cuthbert. At first the brother and the sister were hesitated to keep Anne because they had requested a boy to help them on their farm in Avonlea, Prince Edward Island. However, Anne quickly wins their hearts with her vivid imagination, intelligence, and unique personality. Over the years Anne makes friends and enemies, prospers at school, becomes more responsible, and has numerous adventures.

2.2 Societal Expectations in *Anne of Green Gables*

In Montgomery’s *Anne of Green Gables*, societal expectations are a major theme. The story is set in the late 19th century on Prince Edward Island in Canada, where there were strict social norms regarding gender roles, class distinctions, and appropriate behavior. For instance, Anne’s presence instantly went against what society had grown to anticipate of woman like her based on her unconventional manners and appearance. However, Anne was resolved to

dismantle those boundaries by being herself and pursuing her interests in reading, learning, and exploring. Similarly, the novel also discusses the idea that the role of woman was restricted to the domestic sphere, particularly in the example of Marilla Cuthbert, who first disregarded Anne because she did not fit Marilla's ideals of femininity and womanhood.

The expectations surrounding education and academic accomplishments are also significant in the novel. In her studies, Anne was intensely competitive and driven to succeed. However, young females of this time frequently saw school as a route toward marriage, making it difficult to pursue knowledge while aspiring to love.

2.3 Societal Pressures against Anne

The late 19th and early century social pressures on women are examined in the book *Anne of Green Gables*. One of the most prominent themes is the pressure for women to conform to traditional gender role, which include becoming a wife and mother with limited opportunities for education or career advancement. Anne experiences this pressure from multiple sources, including her adoptive mother Marilla, who believes that a woman's place is at home, and Gilbert Blythe, who initially teases Anne for being bookish and ambitious. Additionally, Anne is expected to adhere to the strict moral standards of her community, which values piety, hard work, and conformity. These pressures are in contradiction to her own aspirations for development and self-expression. Anne has experienced many disappointments and difficulties, however she remains determined to pursue her dreams of becoming a writer and achieving academic success.

2.4 The Public Response to Anne's Behavior :

In *Anne of Green Gables*, society reaction towards Anne's attitude ranged from disapproval to admiration. At first, many members of Avonlea, the town where Anne was adopted, were taken aback by her overactive imagination and tendency to speak her mind. She

was regarded as unconventional and deviating from the strict social norms of that time, however, because of her positive qualities such as her intelligence, creativity, and kindness, many people started to accept and even respect her distinctive character and perspective on life. Some individuals, like Marilla Cuthbert, who initially struggled to understand Anne, eventually saw the value in her free-spirited ways and grew to love her as their own daughter. Overall, Anne's ability to win over people's hearts with her charm and goodness underscores the notion that individuality and diversity should be celebrated rather than suppressed.

2.4.1 Anne's behavior Main Opponent: Marilla Cuthbert:

Marilla Cuthbert is portrayed as a middle-aged spinster and one of the main characters in the story. The narrator described her as, "a tall, thin woman, with angles and without curves; her dark hair showed some grey streaks and was always twisted up in a hard little knot behind with two wire hairpins stuck aggressively through it. She looked like a woman of narrow experience and rigid conscience" (9).

Marilla is primarily described as a practical and no-nonsense person. She is extremely organized and values order and routine in her life. She approaches life with discipline, responsibility and hard work. Also, she is a devoutly religious person, whose her decisions are often influenced by her beliefs. Despite her serious and stern demeanor, she has a kind heart and deeply cares for Anne. Over time, she becomes more affectionate and nurturing towards Anne even though she struggles to understand the free-spirited and imaginative girl who constantly surprises her.

Marilla was surprised when she first met Anne, as she had originally asked for a boy who could help with the work in their farm. Instead, she found Anne, a talkative, imaginative, and dramatic young girl. She initially struggled to connect with Anne and felt disappointed because Anne does not conform to her ideals for children, she said, "Oh, she can talk fast

enough. I saw that at once. I don't like children who have so much to say. I don't want an orphan girl and if I did she isn't the style I'd pick out. There's something I don't understand about her. No, she's got to be dispatched straightway back to where she came from" (35).

Marilla finds Anne's tendency to talk excessively and fantasize about romantic stories irritating, and sees her as a disruption to her orderly household, whenever Anne talks or expresses her imagination Marilla stops her and said," For pity's sake hold your tongue" (40).She wanted Anne to focus on her school studies, help out with the household chores, and be respectful and obedient, she wanted Anne to abide by the rules of Green Gables and keep out of trouble. She also reprimanded Anne when she did something wrong or neglected her duties at home.

Marilla had very traditional expectations of what a young woman should be like and she expected Anne to adhere to them. Anne actually likes dressing up to look like gorgeous and has long wished for a dress with puffy sleeves, but Marilla refused because she did not believe they were proper, she said that she considered them as lavish and extravagant and would only buy clothing for Anne that was plain, practical, and inexpensive, even if it was not the latest fashion. Despite that, Anne decorate her hat by tying a large sunflower, a piece of ribbon, and green braid which makes Marilla mad especially after hearing about the horrifying reactions of others, she would not understand why Anne was embellishing her hat in such a way and she might criticize the activity as ridiculous and unnecessary," Becoming fiddlesticks! It was putting flowers on your hat at all, no matter what color they were, that was ridiculous. You are the most aggravating child!" (92). Anne also recounts fantastic tales, which worries Marilla that her imagination may get her into trouble or lead her to lie. Marilla values practicality and hard work, so she struggles to understand Anne's fanciful nature, she said," I think you'd better earn to control that imagination of yours, Anne, if you can't distinguish between what is real and what isn't" (55).

Anne enjoys reading and reciting prayers because she sees them as a form of poetry. She finds comfort in the beauty of the language and the words flow together, Marilla is concerned that Anne's imagination and love of fantasy will lead her away from a more conventional belief in God. She said, "When the Lord puts us in certain circumstances He doesn't mean for us to imagine them away" (63). Anne has previously experienced disappointment and rejection, which may have led her to question the existence of higher power, However, Anne begins to understand the value of faith and learns to embrace it through her experiences with Marilla and Mathew, she sees the impact that faith can have on people's lives and begins to develop a deeper understanding and appreciation of God.

The relationship between Anne and Marilla is initially quite formal and distant with trying to teach Anne respectability and responsibility. However, as they spend more time together, they both come to appreciate the other's flaws and learn to support each other. Marilla serves as a source of guidance and discipline for Anne, teaching her the importance of hard work and honesty. At the same time, Anne brings joy, laughter, and new experiences to Marilla's isolated life. Their bond deepens over time, and by the end of the novel, they have developed a strong mother and daughter like relationship.

2.4.2 Anne's first Opposition: Mrs. Rachel Lynde :

Mrs. Rachel Lynde is a middle aged woman and neighbor of Marilla and Mathew Cuthbert. Lynde provides comic relief in the novel, often criticizing Anne and her behavior while also showing her kindness and concern in her own way. Despite her rough exterior, Mrs. Lynde is portrayed as a caring person who loves her family and community, also she is a nosy and opinionated woman who enjoys gossiping about the people in her community. Mrs. Rachel Lynde can be seen as invading the privacy of others throughout the book, using her keen observation skills to gather information about people's personal judgment on them, at first, she couldn't believe it and thought they must be joking, she was shocked when she learned that the

Cuthbert had adopted a boy and tried hard to convince Marilla to change her decision, she said “ Well, Marilla, I’ll just tell you plain that I think you’re doing a mighty foolish thing- a risky thing” (11). Overall, Mrs. Lynde’s behavior highlights the negative consequences of gossip and nosiness, as it can lead to misunderstandings and hurt feelings.

Anne and Mrs. Rachel have a conversation during which Mrs. Lynde comments on Anne’s red hair and freckles, she told her, “Lawful heart, did anyone ever see such freckles? And hair as red as carrots! Come here, child, I say” (72). Anne becomes very upset and indignant. She sees her red hair and freckles as a personal insult, and is hurt that someone would comment on her physical appearance like that, Anne feels self-conscious about her appearance and is already insecure about not being considered pretty or attractive So, Mrs. Rachel’s comment adds to her anxieties. Anne responds to Mrs. Rachel in a rude and impulsive manner before rushing off tears, Mrs. Rachel Lynde was surprised by Anne’s disobedient behavior because she expected Anne like other girls of her age, to be dull and obedient, she said “But you can’t expect me to visit here again in a hurry, if I’m liable to be flown at and insulted in such a fashion. It’s something new in my experience” (74). Being imaginative, talkative, and had a free spirit make her quite deference from others, also her non-conformist nature is what made her distinguish herself from other characters.

Rachel Lynde initially has a critical attitude towards Anne Shirley, particularly regarding her talkative nature and her vivid imagination, she often makes derogatory remarks about her to the other residents of Avonlea, also she loves to talk about everything happening in Avonlea, including Anne’s daily activities and antics. She frequently updates Marilla on what Anne is up to outside of Green Gables, and she is the one who informed Marilla that Anne wore a buttercup hat to considered church, which was considered improper attire for church: “Mrs. Rachel says she thought she would sink through the floor when she saw you come in all rigged out like that. She couldn’t get near enough to tell you to take off till it was too late” (92).

However, over time, Rachel begins to appreciate Anne's positive qualities, such as her intelligence and her kindness. She becomes more supportive of Anne and even defends her when others criticize her. Rachel's overall reaction to Anne's attitude is complex and evolves throughout the story. Initially, she has a negative view of Anne, but as she gets to know her better, she reassesses her opinion and sees her in a more positive light.

2.4.3 Mrs. Barry against Anne and Diana's Friendship:

Mrs. Barry is a minor character in the novel; she is the mother of Diana Barry, who is Anne's best friend. Mrs. Barry is portrayed as a wealthy and proud woman who values her societal status above everything else, she is described as a tall, stout woman with gray hair and a stately bearing and always dresses elegantly, conservatively and maintains a dignified demeanor even in difficult situations, "She was a tall black-eyed, black-haired woman, with a very resolute mouth. She had the reputation of being very strict with her children" (94). Despite her formidable appearance, she is shown to be caring and loving towards her daughter, although she is not always understanding of Diana's friendship with Anne. Overall, Mrs. Barry is presented as a traditional and conservative figure, who places great importance on propriety and appearance.

Mrs. Barry did not want her daughter Diana to be friend with Anne, because she believed that Anne had bad influences and was not a suitable companion for her daughter. This caused Anne a great deal of distress, as she had been longing for a close friend and felt hurt by the rejection. Marilla warned Anne to behave politely and respectfully in front of Mrs. Barry because she is a wealthy and influential woman in the community also she has a strict behaviors and Marilla wanted Anne to make a good impression on her, as it could affect Anne's friendship with Diana: "It's her mother you've got to reckon with. If she has heard about your outburst to Mrs. Lynde and going to church with buttercups round your hat I don't know what she'll think

of you. You must be polite and well behaved, and don't make any of your startling speeches" (93).

Mrs. Barry believed that Anne deliberately encouraged Diana to get drunk on currant wine, which ultimately resulted in Diana becoming severely ill. She said painful words to Anne which made her sad, "She says that I set Diana drunk Saturday and sent her home in a disgraceful condition. And she says I must be a thoroughly bad, wicked little girl and she's never, never going to let Diana play with me again" (138). Mrs. Barry decided to cut off the relationship between her daughter and Anne because she was concerned about the difference in their social status as Anne was an orphan who was adopted by Mathew and Marilla Cuthbert, thus, she did not want Diana to become too attached to someone from a lower class and straying from their own social standing. Ultimately, Mrs. Barry's decision was based on her beliefs and values, which was to protect her daughter from what she perceived as a bad influence. However, this decision also caused Diana a lot of sadness and pain since Anne was her best friend.

Initially, Mrs. Barry had allowed Diana to be friends with Anne, but she changed her mind after hearing about Anne's imaginative stories and misadventures and also because she saved her daughter Minnie May from the croup by staying up all night with her which made the doctor commend Anne for her quick thinking and resourcefulness in seeking out a cure for the child's illness. He also praises Anne's kind and compassionate nature, recognizing her as an asset to the community: "I tell you she saved that baby's life, for it would have been too late by the time I got there. She seems to have a skill and presence of mind perfectly wonderful in a child of her age. I never saw anything like the eyes of her when she was explaining the case to me" (156). Mrs. Barry thought that Anne was leading Diana astray and could potentially cause her to get in trouble. However, over time she comes to understand and appreciate Anne's unique personality and talents, and she grows to love her as a daughter.

2.4.4 Mr. Phillips against Anne's Attitude in Classroom:

Mr. Phillips is the schoolteacher of Avonlea School where Anne Shirley, the protagonist attends classes. He is described as a tall, slender man with a sharp nose, sandy hair, and a solemn expression on his face. Also he is not very popular among the students because he is a strict man with a stern personality. Anne particularly dislikes him for his boring teaching methods and the fact that he is not fond of imaginative stories or creative writing. Despite this, Mr. Phillips is portrayed as a competent teacher who takes his job seriously and manages to keep order in the classroom.

Mr. Phillips look for anything to humiliate Anne, He is portrayed as a strict and critical teacher who enjoys picking on Anne for her mistakes and shortcomings. For example, he humiliates Anne in front of her classmates by making her stand on the podium with a sign that says "I am foolish" after she accidentally breaks her slate, Anne told Marilla: "Mr. Phillips said my spelling was disgraceful and he held up my slate so that everybody could see it, all marked over. I felt so mortified" (118). However, Mr. Phillips' actions are also shown to be part of broader satire of the education system of the time, which placed emphasis on discipline and conformity rather than creativity and individuality.

Anne is known to have a strong dislike for her hair, though she can be sensitive and gets upset sometimes. She often stands up for herself and does not allow others to make fun of her, When Gilbert Blythe called her: "Carrots! Carrots!" (122). Anne becomes quite angry which causes her to break her slate over his head. Mr. Phillips punished Anne because no one ever dared to act in the way she did, he told her to write: "Anne Shirley has a very bad temper. Anne Shirley must learn to control her temper" (123). Also he forces her to read it out loud in front of her colleagues. Mr. Phillips was known for his lax teaching style, which often resulted in his students making many mistakes and falling behind in their studies.

2.5 Analyzing Anne's Personality from the Perspective of Freud's Theory:

Anne Shirley, the protagonist of *Anne of Green Gables*, is described as an imaginative and talkative orphan girl who has had a difficult life before she was adopted by Matthew and Marilla Cuthbert. Because of her vivid imagination and its charm with the natural beauty that she encounters, she frequently loses herself in daydreams, she is known for her optimistic personality and perseverance. Also despite facing challenges and adversity, she stays determined to improve her situation and build a better future for herself. By using Freudian theory on human psyche which contains Freud's three main notions Id, Ego and Superego, a complete explanation could be given by interpreting Anne's spiritual journey.

The protagonist Anne Shirley goes through a process from her Id to self-realization. Firstly, Anne's Id which appears from the perspective of her pursuit for sense of belonging and the rights that come with it. Anne's past was painful due to her traumatic experiences of being orphaned and shuffled around various abusive foster homes. This has affected her emotionally and made her very sensitive, also it causes her to have a deep fear for not being accepted or loved. Anne's never felt like she belonged, when she finally arrives at Green Gables and was taken in by Matthew and Marilla she fears that they will not accept her for who she is or that she will do something wrong and be sent away. For example, in the begging when Matthew Cuthbert come to pick Anne up at the train station, she told him that she made a decision in case he did not come, she also imagine the situation and describe it: "I had made up my mind that if you didn't come for me to-night I'd go down the track to that big wild cherry-tree at the bend, and climb up into it to stay all night. I wouldn't be a bit afraid.... And I was quite sure you would come for me in the morning, if you didn't tonight" (17). Also when she arrived home with Matthew and saw the reaction of Marilla, she cried and said: "You don't want me because I'm not a boy! I might expected it. Nobody ever did want me" (29). Also, she experiences insecurity about her appearance, and feels like an outsider in the community because of her red

hair and freckles, as a result, she dyed her hair hoping to transform it from red to black but sadly her hair become green instead of black,” I thought nothing could be as bad as red hair. But now I know it’s ten times worse to have green hair” (231).

Anne complains about her appearance, specifically her freckle; she finds herself not pretty like some of the other girls in her class and she always trying to change her appearance in order to looks like them and makes relation and friends, all of that happened because she faces bulling and mistreatment from other children when she is first places in an orphanage due to her uncommon appearance and talkative nature.

Anne finds several difficulties when trying to satisfy her ego, one of them is the conflict between imagination and societal expectations which is a major theme in the novel. Anne’s childhood as an orphan was full of struggles, she faced loneliness, rejection and mistreatment from her foster parents after she was adopted by the Cuthbert siblings. Anne used to be a caregiver and mother figure to Thomas’s children at a very young age. Although, she never had a mother to take care of her like the rest of the children, she also struggled with self-worth and self-esteem. Despite everything she has experienced, Anne used her imagination to escape from reality which often clashed with societal expectations of practicality and realism, causing misunderstandings and conflicts with her peers and community members. For example, Anne’s fascination with romantic ideals leads her to make up stories and embellish the truth which causes trouble. Her red hair another aspect of her unique self is mocked by her colleagues because it does not conform to the traditional beauty standards set by society. Marilla was concerned about how Anne’s impulsiveness and imagination might impact her future prospects: “I’m afraid there’ll be a great many disappointments in store for you through life” (103). Anne’s tendency to be carried away by flights of fancy sometimes gave Marilla cause for worry that Anne would not be able to fit into a practical, responsible life as an adult. Anne struggles to

balance her own desires and imagination with the societal expectations placed upon her, this conflict ultimately shapes her character and makes her a relatable and complex protagonist.

Finally, the superego which associated with societal expectations in Avonlea, Anne's imagination nature sometimes clashes with the practical and conventional expectations of society and even affected people around her. As an orphan Anne struggled to fit in with the people around her, who expected her to follow the conventional social norms of society. However, Anne's vivid imagination often took her away from her responsibilities into a world of her own creation. Although, Anne's imagination was seen as a positive trait in some ways, it was also viewed as a barrier to her ability to function within society. As a result, she had to balance her imagination so that she could live up to everyone's expectations while still being loyal to herself.

Societal expectations played an important role in helping Anne balance her imagination, She was expected to conform to the social norms and expectations of her time and place because of the time setting in the story, including learning how to be a proper young lady with good manners, behavior, and a respectable appearance. While her imagination made it challenging for her to fit in, initially, the societal expectations she faced ultimately helped her learn to channel her imaginative energies in constructive ways and to develop self-discipline and responsibilities. Marilla also provides guidance and discipline to Anne, which helped her to balance her imagination and learn how to be more practical. Marilla, who she was initially hesitant about taking in an imaginative orphan like Anne, becomes a positive influence on her life. She provides her with structure while still encouraging her creativity. Marilla's guidance helps Anne to channel her imagination in healthy ways, such as through her love of literature and storytelling.

2.6 **Anne Shirley Trauma :**

Anne experienced a number of traumatic events throughout her childhood. Before arriving at Green Gables and being officially adopted by Matthew and Marilla Cuthbert, Anne endured years of neglect, abuse, and loneliness in a series of foster homes and orphanages. She was forced to work as a servant, was physically abused by her previous foster mother, and often hungry. These experiences left deep emotional wounds on Anne, which are depicted through her struggles with self-esteem, trust, and anger. However, the novel also highlights how Anne discovers healing through relationships with others, including her adoptive family, friends, and community.

Conclusion:

Through this chapter, the protagonist who has a wild imagination experienced difficulties to conform with her new life, community, and family because of the societal expectations. Anne Shirley struggles to fit in with society due to her unconventional upbringing and lively personality. She faces rejection, ridicule, and pressures from many characters, whose views stand against her behavior. Through studying Anne's character which is complex and multi-dimensional, the last section investigated the conflict between the protagonist's Id, Ego and superego following by an explanation of Anne's several traumatic events throughout her life which led her developing a vivid imagination as a coping mechanism and a desire for acceptance and love.

Chapter three:

Anne's Imagination and the Orphan Archetype

power

Introduction:

The last chapter concerns itself with the concept of imagination in *Anne of Green Gables* which plays a significant role in the protagonist's character development; the main aim is to explore how imagination works as a fundamental part in Anne's character. The first section will be about Anne's imagination journeys. First, the researcher will present the description of Anne Shirley character, appearance, and biography. Next, the researcher will investigate Anne's attachment to nature; how there is a big connection between Anne and nature and how it inspires her to imagine. In addition, much attention will be drawn to investigating the way which Anne uses her imagination to escape which help her cope with her difficult past. The following pages will be targeted to provide the positive and negative side of the protagonist's imagination, as well as, the process of examination will attempt to study how Anne uses her imagination as a defense mechanism against difficulties and hardships especially in her early life. Finally, the researcher will prove that the protagonist presents the power of female orphan archetype, which enables her to interact with the world around her in unique ways.

3.1 Anne's Imaginative Journeys :

In *Anne of Green Gables*, Anne Shirley often goes on imaginative journeys and creates elaborate stories to entertain herself and her friends, she imagines herself as the heroine in various adventures, such as being a lady of a court, a famous artist, a bride, or finding treasure.

3.1.1 Anne's Character :

Anne Shirley, the protagonist of *Anne of Green Gables* was born in Bolingbroke, Nova Scotia, Canada to Walter and Bertha Shirley, they died when she was just in few months old, after that she sent to live with the Thomases then with the Hammond family, where she cared the children of both families and later she was sent to the orphanage, she settled there until she was 11 years old. When she was adopted by siblings Marilla and Matthew Cuthbert and moved

to their farm in Avonlea, Prince Edward Island. Her life changed after this adoption, she went through many experiences and adventures, she also attend school, and made new friends, she also became involved in Avonlea community, participating in church activities and community events , she continued to learn and grow as a person gaining confidence and independence.

The author of *Anne of Green Gables* described the protagonist of the novel “Anne Shirley” as: “extending down her back, were two braids of very thick, decidedly red hair. Her face was small, white and thin, also much freckled; her mouth was large and so were her eyes, which looked green in some lights and moods and grey in others” (16). Anne is so sensitive in terms of her physical appearance, particularly her red hair: “ Now you see why I can’t be perfectly happy. Nobody could who has red hair” (22).

Anne is known for her intelligence, strong willed nature, and vivid imagination and penchant for daydreaming which sets her apart from the other children. She can be impulsive and sensitive but also has a very kind heart, despite facing hardships and challenges in her life she tries to see the positive side of things and maintains a hopeful attitude. She also uses her imagination to cope with difficult situations, which is also a sign of optimism, this can be seen when she said: “The world doesn’t seem such a howling wilderness as it did last night. I’m so glad it’s a sunshine morning” (39). In addition, she was full with energy and joy especially in the morning she always gets up actively and energetically: “she exclaimed one Saturday morning, coming dancing in with her arms full of gorgeous boughs,” I’m so glad I live in a world where there are Octobers” (131).

Anne is depicted as a kind-hearted and empathetic person who often shows compassion towards others, even those who are unkind to her. Marilla was concerned about how Mrs. Hammond and Mrs. Thomas were treating Anne, she asked her about them and Anne answered: “Oh, they meant to be-I know they meant to be just as good and kind as possible. And when

people mean to be good to you, you don't mind very much when they're not quite always. They had a good deal to worry them. You know" (48). Through her various actions, Anne can sometimes act without considering the consequences of her actions. Although her impulsiveness occasionally gets her into troubles, it also helps to make her an endearing and memorable character. She aspires to be a nice person, despite the many difficulties and obstacles she encounters along the way.

3.1.2 Anne's Attachment to Nature :

L. M. Montgomery drew a lot of inspiration from the natural beauty of Prince Edward Island, Canada, where she was born and lived for most of her life. In her works, she often described the island's landscapes, seascapes, and changing seasons in great detail, which gave readers a rich sense of place and a deep appreciation for nature (Büttner). In addition, the author who had the biggest impact on Montgomery's perception of nature and how she portrayed it in her books was "The romantically inspired American transcendentalist Ralph Waldo Emerson", whose essay entitled "Nature" had a significant impact on Montgomery's style of incorporating nature description into her fiction (Epperly 17-18).

Nature is depicted as an important element that shapes and impacts the lives of the characters, the novel is set in the picturesque Prince Edward Island, and the descriptions of surrounding countryside play a key role in creating the ambiance and setting of the story. Anne often looks to nature for inspiration and a sense of belonging, the story showcases the strong relationship between both the main character and nature, her imagination has a significant impact on her relationship with nature. She often personifies nature, ascribing human-like qualities to trees, flowers, and animals she also creates enchanting stories about the beauty of nature and describes its natural phenomena in colorful, imaginative language.

As mentioned in the story, Anne is portrayed as someone who loves nature and finds joy in simple things such as the beauty of the countryside and the changing seasons, as she travels to Green Gables, she is filled with excitement and wonder at all the natural wonders she observes along the way. Her reaction was described in the beginning of the novel:

Its beauty seemed to strike the child dumb. She leaned back in the buggy, her thin hands clasped before her, her face lifted rapturously to the white splendor above. Even when they had passed out and were driving down the long slope to Newbridge she never moved or spoke. Still with rapt face she gazed afar into the sunset west, with eyes that saw visions trooping splendidly across that glowing background. (23)

Anne is frequently found wandering through the woods and fields around Green Gables, admiring how lovely everything is. She typically uses rich imagery and poetic overtones while describing the landscape. Furthermore, her imaginative nature is highlighted in her tendency to create fanciful names for places or things, such as the White Way of Delight, “But they shouldn’t call that lovely place the Avenue. There is no meaning in a name like that. They should call it—let me see—the White Way of Delight. Isn’t that a nice imaginative name?” (24). Also, the cherry tree which is described as being tall with a crown of snowy white blossoms that bloom in the spring, Anne called that tree “Snow Queen”, she said: “I named that cherry-tree outside my bedroom window this morning. I called it Snow Queen because it was so white. Of course, it won’t always be in blossom, but one can imagine that it is, can’t one?” (42).

3.1.3 Using Imagination to Escape :

Despite facing many challenges and hardships, Anne is able to find joy and peace in her vivid imagination and optimistic outlook on life. The major difficulties were in the orphanage

such as being mistreated by the other girls, when things get tough, Anne retreats into her own world of imagination and creativity, imagining wonderful things and situations that help to forget her troubles:” But the asylum was the worst. I’ve only been in it four months, but that was enough. I don’t suppose you ever were an orphan in an asylum, so you can’t possibly understand what it is like. It’s worse than anything you could imagine...But there is so little scope for the imagination in an asylum” (18). Since she doesn’t have any real friends in her early life before she was adopted, Anne creates imaginary friends to keep herself company. Whenever she feels lonely or sad, she talks to her imaginary friend whom she named” Katie Maurice”:

When I lived with Mrs. Thomas she had a bookcase in her sitting room with glass doors. There weren’t any books in it; Mrs. Thomas kept her best china and her preserves there—when she had any preserves to keep. One of the doors was broken. Mr. Thomas smashed it one night when he was slightly intoxicated. But the other was whole and I used to pretend that my reflection in it was another little girl who lived in it. I called her Katie Maurice. (66)

Anne’s imagination is a major part of her character; her way of living is based on imagination. She imagines everything in her life especially things that she does not like, for example names. Anne does not like her name, when Marilla first met Anne after Mathew brought her home by mistake; she asked Anne what her name was. Anne replied: “I would love to be called Cordelia. It’s such a perfectly elegant name” (30). Anne even changes others names:” When I don’t like the name of a place or a person I always imagine a new one and always think of them so. There was a girl at the asylum whose name was Hepzibah Jenkins, but I always imagined her as Rosalia DeVere” (24).

Anne indulges herself in daydreams quite often, imagining various things that she wishes for but cannot have. She imagines that she is not wearing her plain and practical orphanage clothes, but instead is wearing a fanciful and flattering dress with puffed sleeves: “But I just went to work and imagined that I had on the most beautiful pale blue silk dress—because when you are imagining you might as well imagine something worth while—and a big hat all flowers and nodding plumes, and a gold watch, and a kid gloves and boots” (19). This daydream brings Anne great joy and comfort, as she longs for beauty and elegance in her life.

Anne’s imagination is very active which helps her dream and envision new possibilities for herself. She regularly finds enjoyment in her creative world and hopes that her friends can also experience the same joy as she does by using their imagination. Her imagination also inspires her to develop new goals for herself and to see the world in a different way. Anne encourages her friends to use their imagination; she told her friend Diana that it is easy to imagine:” I’ve just thought of a plan, Diana. Let you and me have a story club all our own and write stories for practice. I’ll help you along until you can do them by yourself. You ought to cultivate your imagination” (225). Through her experiences at Green Gables, Anne learns about the beauty of nature, the importance of family and community, and the power of imagination. She also develops emotional intelligence and social skills, which enable her to form deeper connections with people around her.

3.2 Anne’s Imagination :

Anne’s imagination enables her to see beauty in mundane things, create imaginary friends and envision her ideal future. However, it can also get her into trouble, as she can be prone to daydreaming and getting lost in her thoughts.

3.2.1 Positive Imagination:

Anne's imagination is an essential part of her character, her ability to see beauty and potential in the world around her even in difficult situations, is a key factor in her resilience and her success in life. Despite wearing clothes that are not fitting or fashionable. Anne has a strong self-confidence and a positive attitude toward herself. This is seen during her conversation with Matthew:

This morning when I left the asylum I felt so ashamed because I had to wear this horrid old wincey dress...When we got on the train I felt as if everybody must be looking at me and pitying one. But I just went to work and imagined that I had on the most beautiful pale blue silk dress-because when you are imagining you might as well imagine something worth while-and a big hat all flowers (19).

Anne's imagination leads her to discover new ambitions and interests. Because of her exceptional talent in written compositions and recitation of dramatic poetry, Anne becomes celebrated in Avonlea School. Anne even decided she wants to become a writer after imagining herself as a famous author. In addition, she uses her imagination as an escape from the difficulties of her existence and to see the wonder and beauty in the world around her, which in turn stimulates her artistic talent and love of the natural world. Despite her difficult background, she never loses her optimism and finds joy in even the simplest things, her positive outlook on life enables her to preserve through challenging situations and ultimately find happiness.

3.2.2 Negative Imagination :

Anne usually imagines negative outcomes or tendencies for people and situations, which causes her to feel anxious or distressed as an example, she convinces herself that the nearby woods are haunted after a strange experience she has there. She becomes convinced that a beautiful lady who wandered through the woods many years ago was actually the ghost of the previous owner of Green Gables," Diana and I just imagined the wood was haunted. All the

places around here are so-so-commonplace. We just got this up for our own amusement. We began it in April... Oh, we have imagined the most harrowing things. There's a white lady walks along the brook just about this time of the night and wrings her hands and utters wailing cries" (177). Anne had an aversion to go through the woods, even though she recognized that her fear was a product of her own imagination.

Anne imagines her and Diana's future life. She realized that Diana's would eventually get married and that their friendship would change because Diana would have new responsibilities as a wife and mother. She explained to Marilla with tears in her eyes: "I love Diana so, Marilla. I cannot ever live without her. But I know very well when we grow up that Diana will get married and go away and leave me. And oh, what shall I do? I hate her husband- I just hate him furiously. I've been imagining it all out-the weeding and everything- Diana dressed... And then bidding Diana goodbye-e-e" (130). Occasionally, Anne loses herself in her fantastical daydreams, which causes her to get rather disoriented. This usually leads her being less attentive to her surroundings and the people around her. Her attention tends to wander when she is performing routine or mundane tasks that do not leave much room for her imagination. As an example, when Anne forget to cover a leftover plate while tidying up the kitchen and because of that a mouse snuggled in and nibbled at the food, "I was imagining I was a nun-of course I'm a Protestant but I imagined I was a Catholic-taking the veil to bury a broken heart in cloistered seclusion; and I forgot all about covering the pudding sauce" (136).

Anne sets high expectations for herself and for others based on her imaginative ideas, which can lead to disappointment when reality does not match up to her imagination, also her tendency to live in her own world of imagination often leads to misunderstandings with those around her.

3.3 Imagination as a Defense Mechanisms:

Defense mechanism refers to psychological strategies used by an individual's unconscious mind to protect them from uncomfortable or threatening emotions or situations. In Anne of Green Gables novel, the protagonist Anne Shirley uses her imagination as a defense mechanism against the harsh realities of her life. She spends much of her childhood in difficult circumstances, including being bounced around the foster care system and facing rejection and bullying her peer, as a result, she transferring her unwanted feelings to her imagination," When I don't like the name of a place or person I always imagine a new one and always think of them" (24). Anne creates an imaginary world to escape into, which provide comfort and help her cope with her struggles. Before arriving at Green Gables, being an orphan, living in various foster homes, and expressing neglect and mistreatment may have hindered Anne's ability to fully explore her imaginative capacities. It was difficult for her to use her imagination in order to protect herself from childhood oppression. However, after setting in Green Gables with Marilla and Matthew, Anne found a nurturing environment where she was encouraged to use her imagination and pursue her interests.

Repression refers to unwanted thoughts or urges that are subconsciously blocked. Even if a person has no memory of a traumatic experience, he may still have this defense mechanism even though they were awake and aware at the time.(Bailey and Pico). Anne retracts and suppresses her emotions and feelings as a response to traumatic events she experienced in her past, one of these experiences was being an orphan and living in different foster homes enduring hardships, another experience is concerning her adoptive family, they initially treat her poorly, leading to her feeling oppressed and unvalued. This treatment represses her natural emotions and personality, as she tries to conform to their expectations and fit in with their way of life.

Anne's strong desire is to belong and be accepted, she had been placed in numerous temporary homes before arriving at Green Gables; however, she did not feel like she there either. She believed that no one wanted her, which made her feel unworthy of love and

acceptance. Being orphan causes Anne to have a repressed state. As an example, when she described her situation in the Asylum, after Mr. Hammond died, Anne was sent to the orphanage, she stayed there for four months and she said that being in the asylum is the worst things ever: “Oh, it seems so wonderful that I’m going to live with you and belong to you. I’ve never belonged to anybody-not really. But the asylum was the worst. I’ve only been in it four months, but that was enough. I don’t suppose you ever were an orphan in an asylum, so you can’t possibly understand what is like. It’s worse than anything you could imagine”(17). In order to overcome difficulties Anne uses her imagination. Another example which is about Anne’s desire of being a member of the Cuthbert’s family, she also asked Marilla if she can call her aunt but unfortunately Marilla refused that. Despite her rejection, Anne keeps imagining herself calling Marilla my aunt,” I’d love to call you Aunt Marilla,” I’d love to call you Aunt Marilla,” said Anne wistfully. “I’ve never had an aunt or any relation at all-not even a grandmother. It would make me feel as if I really belonged to you. Can’t call you Aunt Marilla?” ” But we could imagine you were my aunt” (62).

Anne imagining herself as one of the god’s children,” that,” she said, pointing to the picture-a rather vivid chromo entitled,” Christ Blessing Little Children”- “and I was just imagining I was one of them-that I was the little girl in the blue dress, standing off by herself in the corner as if she didn’t belong to anybody, like me...But she wanted to be blessed, too, so she just crept shyly up on the outside of the crowd, hoping nobody would notice her except him” (64). This shows how sometimes people may feel disconnected or alone, even when they are surrounded by people, which can lead to imaginative thoughts.

Anne Shirley is portrayed as an orphan who was shuffled from home to home, experiencing a great deal of loneliness and despair. Additionally, she faced childhood oppression due to her unique personality, after her parents death Anne moved to live with Mrs. Thomas family, Mrs. Thomas was not known for being friendly or warm towards strangers, and

Anne felt intimidated and uncomfortable around her. After that, Anne was cared by Mrs. Hammond, who forced Anne to take on the responsibility of looking after her children. Then, she was sent to the asylum where she stayed there four months, before she was adopted mistakenly by the Cuthbert's family. Anne's experience of living with her foster families was not as she was expected, they treat her badly, they criticized her and belittled her and because of that, Anne was feeling frustrated and unhappy in their home. Those frustrating conditions that she was experienced before caused her to have trauma. Anne expressing the idea that imagination can provide a respite from the harshness of reality and offer an escape from the feeling of being unwelcome or unloved.

Anne Shirley is shown to be quite conscious about her appearance and fashion, many people including Mrs. Rachel Lynde and Gilbert Blyth made unkind comments about her physical appearance which hurt her feelings deeply. Anne is described as having red hair, freckles and skinny frame which made some characters in the novel described her as being unattractive and even being homely and ugly. Anne uses denial as a defense mechanism to cope with those unkind comments about her physical appearance. She usually imagines herself as being beautiful and believes that others are wrong for not recognizing her beauty, "Yes it's red," she said resignedly. "Now you see why I can't be perfectly happy. Nobody could who has red hair. I don't mind the other things so much-the freckles and the green eyes and my skinniness. I can imagine them away. I can imagine that I have beautiful rose-leaf complexion and lovely starry violet eyes. But I cannot imagine that red hair away" (22). This helps her shield herself from negative comments and stay optimistic about herself, she uses her imagination to deny and change others remarks, "Now I'm going to imagine things into this room so that they'll always stay imagined... I can see my reflection in that splendid big mirror hanging on the wall... My hair is of midnight darkness and my skin is a clear ivory pallor" (68).

Anne also concerned with her fashion style, because of her poverty she could not wear beautiful clothes. She imagines that she has a beautiful dress to wear in order to deny the fact that she does not have one, "I just love pretty clothes. And I've never had a pretty dress in my life that I can remember-but of course it's all the more to look forward to, isn't it? And then I can imagine that I'm dressed gorgeously" (19). Anne has an active imagination and a desire to improve her own life, she comes from a poor background and often lacks the resources to purchase or wear fancy cloths.

Imagination helps Anne to feel empowered and challenge those difficult situations, another example which show how Anne uses her imagination to deny people's reaction towards her fashion is when she was on the train is staring at her and judging her for wearing outdated clothes, "When we got on the train I felt as if everybody must be looking at me and pitying me. But I just went to work and imagined that I had on the most beautiful pale blue silk dress- because when you are imagining you might as well imagine something worth while" (19). Anne encountered this by using her imagination; she makes her feel good and optimistic.

Displacement is a defense mechanism that involves redirecting one's emotional impulses from an original target to another person or object. Anne uses her imagination to escape negative experiences in the present and focusing on something more positive which can be an effective way to reduce anxiety. When Marilla decided to send Anne back to the orphanage because she thought Anne was too difficult to handle, Anne begged her not to send her to the asylum, she said the asylum is the worst place ever and she does not want to go back. Anne uses her imagination to cope with her anxiety during the train back to the orphanage, she start imagine that she can communicate with nature, "I am not going to think about going back to the asylum while we're having our drive. I'm just going to think about the drive. Oh, look, there's one little early wild rose out! Isn't it lovely? Don't you think it must be glad to be a rose? Wouldn't it be nice if roses could talk? I'm sure they could tell us such lovely things"

(44). Another example is when Anne tries to avoid talking about her past because it is painful and difficult for her to discuss, “Oh, what I know about myself isn’t really worth telling,” said Anne eagerly. “If you’ll only let me tell you what I imagine about myself you’ll think it ever so much more interesting” (45). When Marilla asked her about her past, she did not want to share it as it brought back painful memories for her. Instead, she diverted the conversation towards her imagination and storytelling abilities.

3.4 Anne Shirley the Female Orphan Archetype:

The protagonist Anne Shirley presents the power of female orphan archetype. She embodies archetypal qualities and powers that enable her to engage with the world around her in unique ways. According to the description of Anne in the novel, “A child of about eleven, garbed in a very short, very tight, very ugly dress of yellowish-grey wincey...Her face was small, white and thin, also much freckled” (16). Anne is portrayed as powerless due to her physical appearance, orphan status, and her poor fashion style. Despite facing many challenges in her life, including societal expectations, she developed self-assured and confident through her vivid imagination which allows her to perceive the world in a more vibrant and creative way than the people around her, as an example, although she knows that the appearance of her clothes looked ugly, “This morning when I left the asylum I felt so ashamed because I had to wear this horrid old wincey dress” (19). Anne did not let this ruin her day and mood, “But I just went to work and imagined that I had on the most beautiful pale blue silk dress...I felt cheered up right away and I enjoyed my trip to the Island with all my might” (19).

Anne’s ability to use her imagination was significant factor in her journey to self confidence, making her compelling embodiment of the female orphan archetype. Anne also finds comfort in nature which provided her strength, she uses her imagination to transform ordinary things into something magical and beautiful, this helps her face the challenges and difficulties in her life, “It’s been my experience that you can nearly always enjoy things if you

make up your mind firmly that you will. Of course, you must make it up firmly...I'm just going to think about the drive. Oh, look, there's one little early wild rose out! Isn't it lovely? Don't you think it must be glad to be a rose?" (44). Also, despite her poor background and rejection she faced before arriving at Green Gables, Anne still imagine that there is a place for her in the world where she can be loved and happy. When Marilla decided to send Anne back to the asylum because she wanted a boy instead, Anne expresses the way that it makes her feel comfortable, she said, "My life is a perfect graveyard of buried hopes. That's a sentence I read in a book once, and I say it over to comfort myself whenever I'm disappointed in anything... Because it sounds so nice and romantic, just as if I were a heroine in a book" (44). According to her philosophy, Anne expresses her determination to find happiness and contentment whenever she may go, and continues to hold onto her optimistic outlook on life, believing that everything happens for a reason and that there is always a better life and a brighter future ahead.

Anne is a prime example of how archetypal qualities and characteristics can empower and encourage individuals who face seemingly unmanageable difficulties. She showed that one does not need traditional masculine traits usually associated with strength and power, but can rely on these virtues to carve their way in a challenging world. Hence, Anne Shirley exemplifies that it is not the stereotypes that define our success but our inner strength and grit. She never lost her hopefulness and determination. She used her creativity, her love for imagination and her level-headedness to overcome obstacles that were impossible for many.

Anne's journey can be seen as the journey of the female orphan archetype, who is brave, intelligent, imaginative, and resilient, also it is one of self-discovery and growth. She learns compassion for others, the value of hard work, and the importance of being true to oneself through her struggles in life. Thus, Anne's transformation throughout the novel is portrayal of the female orphan archetype's journey of resilience, strength, and courage.

Conclusion:

Throughout this chapter; the researcher conducted an in depth-investigation of the protagonist's imagination. The first section dealt with Anne Shirley's character, with comprehensive information about her. In addition to the relation between the protagonist and nature which was a major part in her character. Then, we explained how the protagonist used imagination to escape from reality. Later on, the researcher provided an explanation of both sides of imagination; the positive and negative ones. Moreover; we have highlighted the fact that the protagonist uses imagination as a defense mechanism in order to cope with difficult experiences. Finally, we discussed how Anne Shirley has the qualities and characteristics of the female orphan archetype.

General Conclusion

Lucy Maud Montgomery, the author of *Anne of Green Gables* created an iconic literary figure in Canadian culture, who presents the power of an orphan little girl who struggles to fit on the society due to her wild imagination, through Anne, the author highlights the values and virtues of childhood, such as innocence, naivety, wonder, and curiosity. Her creativity is her way of making sense of the world around her and finding joy in even the simplest things. The researcher aimed at interpreting the struggle that occurs within the novel. Based on the approaches, a psychoanalytical analysis was applied on the protagonist's character. It can be concluded that the protagonist struggles to balance between her unique personality and the strict expectations of the society. In addition, the main character Anne Shirley represents the power and characteristics of Orphan archetype.

The present study attempted at investigating Anne's character, interpreting deeds and examining events, considering her background in order to prove that the protagonist's wild imagination and creativity clash with Avonlea's traditional and conservative society. The conflict was depicted through analyzing the protagonist's behavior. Moreover, conducting a precise investigation of the novel's events. By using Freudian psychoanalysis and Orphan archetype, the research was divided into three sections. The first part presented the theoretical framework that contained the major approaches and theories which helped the researcher fulfill the study. The second part included the societal expectations and pressures in Avonlea community that the protagonist is expected to follow; traditional gender roles and expectations for woman, embrace and respect the cultural and religious values, behave in a respectful and well-mannered way especially in public, and she struggles to fit with others because of her physical appearance and character. The researcher presented the major characters that were against the protagonist's behavior; Marilla Cuthbert, Mrs. Rachel Lynde, Mrs. Barry, and Mr. Phillips, all of them were against Anne's imagination because they were committed to social values; they are strict people with a rigid system. The researcher aimed at analyzing the

protagonist's struggle between her imagination and societal expectations by using the id, ego, and superego conflict. The research has proved that protagonist has a complex personality; daydreams keeps her away from reality, thus create conflict between her imaginary world and societal expectations. The chapter finished with the trauma that was experienced by the main character in the past, especially by her foster families, those traumatic events led to the development of her imagination. The last chapter presented the protagonist's imagination which played a significant role in her character, as well as, focused on the protagonist's imagination journeys which takes her to different places and helps her deal with troubles in life. Also, her relationship with nature that is significantly influenced by her imagination. The research proved that the protagonist has a deep connection with nature and finds comfort in it. In addition, using imagination as a way to escape from the hardships that she faces, when the protagonist finds the world around her seems difficult, she retreats into her imaginary world. Next, the research attempted to detect the way this imagination affected Anne's life positively and negatively; her imagination helped her to find joy in life and deal with difficulties, it also sometimes got her into trouble and caused her to misinterpret what was going on around her. Furthermore, the researcher has proved that the protagonist has three different kinds of defense mechanisms that her mind used in order to face difficult situations. Also, the chapter unveiled that the main character represents archetypal qualities and power of the Orphan archetype.

Anne finds ways to balance between her imagination and societal expectations over time, she learns to appreciate her unique qualities while also respecting the opinions and feelings of those around her and by embracing her own strengths and talents, she can inspire others to do the same and bring positive change to her community.

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ملخص

تعتبر أن في المرتفعات الخضراء واحدة من ايقونات الادب الكلاسيكي في القرن العشرين، والمعروفة في الغالب من قبل بطلة الرواية آن شيرلي، وهي امرأة شابة لديها خيال حي، وهذا الأخير يتعارض مع الأعراف الاجتماعية لمجتمعها. تستكشف هذه الدراسة الصراع بين الخيال والتوقعات المجتمعية من خلال شخصية آن شيرلي باستخدام عدستين مختلفتين: التحليل النفسي الفرويدي والنموذج الأصلي اليتيم، يهدف البحث إلى فحص الظاهرة النفسية الداخلية التي حدثت داخل شخصية بطل الرواية، كما يحاول التحقيق في النموذج الأصلي اليتيم لأن من أجل إثبات أنها تجسد صفاتها الأساسية. كشفت الدراسة أن الشخصية الرئيسية شهدت صراعاً لتحقيق التوازن بين خيالها والعالم الحقيقي، وقد أدى هذا الصراع إلى تطوير تحديات داخل بيئتها المجتمعية.

الكلمات الرئيسية: آن في المرتفعات الخضراء، آن شيرلي، الخيال، النموذج الأصلي اليتيم، التوقعات المجتمعية

Résumé

Anne de Green Gables est considérée comme l'une des icônes de la littérature classique au 20ème siècle, surtout connue par sa protagoniste Anne Shirley, une jeune femme qui a une imagination vive, ses rêveries continues heurte les normes sociales d'Avonlea. La présente étude explore le conflit entre l'imagination et les attentes sociétales à travers le personnage d'Anne Shirley en utilisant deux optiques différentes : la psychanalyse freudienne et l'archétype orphelin, la recherche vise à examiner le phénomène psychologique intérieur qui s'est produit dans le caractère du protagoniste, aussi il tente d'enquêter sur l'archétype orphelin d'Anne afin de prouver qu'elle incarne ses qualités essentielles. L'étude a prouvé que le personnage principal a vécu un conflit entre son imagination et le monde réel, ce conflit l'a amenée à développer des défis dans son environnement sociétal.

Mots clés : Anne of Green Gables, Anne Shirley, Imagination, Orphelin archétype, Attentes sociétales.