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**POROVNÁNÍ DĚL *HARRY POTTER* OD J. K.  
ROWLING A *THE WORST WITCH* OD JILL  
MURPHY**

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**Graduate Thesis**

**COMPARISON OF *HARRY POTTER* BY  
J.K.ROWLING AND *THE WORST WITCH* BY JILL  
MURPHY**

**Lucie Baláková**

**Plzeň 2014**

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Lucie Baláková

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## ABSTRACT

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This graduate thesis deals with comparison of two literary works, namely “Harry Potter and the Philosopher’s Stone“ by J.K. Rowling and „The Worst Witch“ by Jill Murphy. The aim of the theoretical part was to compare both works with respect to the settings, characters and plot. The research was divided into two parts. The aim of the first part was to find out students’ familiarity with both the works and their authors. The results are demonstrated in graphs as well as interpreted in text. The aim of the second part of the research was to find out what students like and dislike about main protagonists of given works. The results are demonstrated in tables and interpreted in text.

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## I.INTRODUCTION

The graduate thesis deals with the comparison of two literary works, namely 'Harry Potter and the Philosopher's Stone' by J.K. Rowling and 'The Worst Witch' by Jill Murphy. The Worst Witch, children's book telling the story about a witch who attends Miss Cackle's Academy for Witches, was first published in Great Britain in 1973. Having become a successful title, the sequel released in 1980. Since then, the whole 'Worst Witch series' consisting of seven volumes has been written by Jill Murphy.

24 years later, there was another book published having entitled as 'Harry Potter and the Philosopher's Stone', whose main protagonist is a wizard attending Hogwarts School of Witchcraft and Wizardry. Similarly as in case of The Worst Witch, a sequel released as soon as the book became successful. Totally, seven books creating the whole Harry Potter series were published; the most recent one in 2007. At interval of 24 years, there have been two seven-volume series published in Great Britain, whose main protagonists are magicians visiting boarding schools.

After discovering these basic similarities, both literary works were considered worthy of more detailed comparison. Therefore, chapter 'Theoretical Background' deals with the comparison of 'Harry Potter and the Philosopher's Stone' with 'The Worst Witch'. It is important to mention criteria set for the comparison of both literary works, which are 'setting', 'characters' and 'plot'. Besides the comparison of the works themselves, the chapter provides information about both authors and their other literary works. Finally, both works are set in magical schools, which strikingly resemble the environment of British public schools. For that reason, the chapter includes a section dealing with public school system in Great Britain.

Further, chapter 'Method' provides information about the research, specifically about research questions, participants, research tools and procedure. The research was divided into two parts. The aim of the first part was to find out how many students are familiar with the work 'Harry Potter and the Philosopher's Stone', and how many of them are familiar with 'The Worst Witch'. Further, students' familiarity with both J.K. Rowling and Jill Murphy was researched. The aim of the second part was to find out what students like and dislike about main protagonists of both literary works, and to compare the results.

Next chapter called 'Results and Commentaries' introduces the results of both parts of the research, which are both presented in graphs/ tables and interpreted in text. Additionally, there are commentaries regarding the results included in this chapter.

Chapter ‘Implications’ deals with the meaning of the results for English teachers as well as with possible strengths and weaknesses of the research. Besides, it also contains ideas for potential expanding of the research.

Finally, main ideas of the thesis are summarized in chapter ‘Conclusion’.

## **II.THEORETICAL BACKGROUND**

This chapter is divided into four main sections. The first two sections deal with life and literary work of both Jill Murphy and J.K. Rowling. The third section provides basic information about public schools in Great Britain, which is considered to be necessary when taking into account that both authors set their work into the public school environment. Finally, the fourth section deals with comparison of ‘Harry Potter and the Philosopher’s Stone’ with ‘The Worst Witch’. When comparing both literary works, concrete criteria were taken into account, namely setting, characters and plot.

### **Jill Murphy and Her Literary Work**

Jill Murphy, British writer and illustrator of children’s books, was born on 5 July 1949 in London. After finishing her studies at the Ursuline Convent in Wimbledon, she continued her studies at Chelsea, Croydon and Camberwell Schools of Art. (“Jill Murphy-Children’s Author”,n.d.) In 1967, she wrote her first book called “The Worst Witch”, and sent it to three big London publishers. However, the book was rejected by all of them, so she started working in a children’s house and as a nanny. “The Worst Witch” was finally published by Puffin paperback in 1973 becoming instant bestseller. After this huge success, Jill Murphy decided to devote her life to writing and illustrating books for children. (“Jill Murphy-Children’s Author”,n.d.;“Jill Murphy clubs-kids”,n.d.) Finally, The Worst Witch series consists of seven volumes. The sequel called ‘The Worst Witch Strikes Again’ released in 1980, and was successively followed by ‘A Bad Spell for the Worst Witch’ (1982), ‘The Worst Witch All at See’ (1993), ‘The Worst Witch Saves the Day’ (2005), and ‘The Worst Witch to the Rescue’ (2007). On 3 October 2013, the latest volume of ‘The Worst Witch’ series was released having the title ‘The Worst Witch and the Wishing Star.’ (“The Worst Witch”,n.d.)

Jill Murphy answered the question why exactly books for children in the following way: “I still feel more comfortable in the company of children, so it’s natural I should write something about things they appreciate.” (“Jill Murphy puffin”, n.d., Interview section) When writing The Worst Witch series, she was inspired by her own experience from the convent.

She commented on it in an interview: “It was completely based on our school, down to the uniforms, except for the witch’s hat, and I turned the bike shed into a broom shed.” (“Jill Murphy puffin”, n.d., Interview section) As a little girl, Jill Murphy was a fancy reader of boarding school stories, which could be considered as another source of inspiration for ‘The Worst Witch’. (“Jill Murphy-Children’s Author”, n.d.)

Besides The Worst Witch books, Jill Murphy is well-known for ‘The Large Family’ series consisting of eleven picture books for children. The first book of the series called ‘Five Minutes’ Peace’ was first published in 1986, and shortlisted for the Children’s Book Award in the same year. Another book of the series, ‘All in One Piece’, was commended for Kate Greenaway Medal in 1987 as well as ‘A Quiet Night’ in 1994. Among others, Jill Murphy is also the author of children’s novels ‘Geoffrey Strangeways’ (1985), ‘Worlds Apart’ (1988) and ‘Jeffrey Strangeways’ (1992). In 2007, she was given an honorary fellowship from University College Falmouth. (Logie,2011; “Jill Murphy-Children’s Author”,n.d.)

As The Worst Witch stories proved to be really successful among young readers, movie makers showed their interest in Murphy’s work. The TV movie called ‘The Worst Witch’ released in the UK on 1 November 1986 having been made according to the first of the books. The movie was directed by Robert Young, and later broadcasted in other countries such as Canada, Croatia, Hungary and Italy. (“The Worst Witch (1986)”, n.d.)

‘The Worst Witch’ TV series, based on four Murphy’s books about Mildred Hubble, went on the air in the United Kingdom on 22 October 1998. The series consisting of 40 episodes was broadcasted in the UK between the years 1998 and 2001, and later in other countries such as the USA, Germany, Finland, Greece, Hungary and the Netherlands. In 1999, it was nominated for the RTS Television Award as the Best Children’s Drama. In 2005, the TV series ‘The New Worst Witch’ was made drawing inspiration from Mildred Hubble’s stories by Jill Murphy. However, none of the episodes was based on any concrete Murphy’s book anymore. (“The Worst Witch (1998 – 2001)”, n.d.)

## **J.K. Rowling and Her Literary Work**

Joanne Kathleen Rowling was born on 31 July 1965 in Gloucestershire, England. Since childhood, she invented her own stories telling them to her younger sister. At the age of nine, her family moved from Winterbourne to Tutshill, where she visited primary school. At Tutshill Primary, Rowling met a math teacher Mrs. Morgan, in whose lessons students had to sit according to their students' results. After failing the introduction test, Rowling was forced to sit quite on the right side of the classroom among 'the stupid ones', which devastated her. Later, the character of Mrs. Morgan inspired Rowling when creating professor Snape. At the age of eleven, Rowling started visiting Wydean Comprehensive in Sedbury. She met there Lucy Shephard, an English teacher who taught her basics of writing, and who encouraged her in creating her own stories. (Nel, 2003, pp. 7-9)

Since childhood, Rowling was keen on reading. Her favourite literary works having influenced her future style of writing were *Manxmouse* by Paul Gallico, *The Little White Horse* by Elizabeth Goudges, *Narnia series* by C. S. Lewis as well as works written by E. Nesbit and Noel Streatfeild. The 'alternately playful and serious' narrative voice of both Gallico and Nesbit probably influenced the one employed by Rowling. Further, in books of Gallico, Goudge and Nesbit, the fantasy world and the real world are located in one land, so there is no need to travel from one of them to another one as well as in *Harry Potter* novels. Finally, it is possible to find some resemblance between Streatfeild's tales where young people learn a profession, and Rowling's novels about the wizarding school where the emphasis is put on practice. (Nel, 2003, pp. 9-10)

In 1983, Rowling passed her final exams at Wydean Comprehensive, and started studying French and Classics at the University of Exeter in Devon. After graduating from Exeter in 1987, she was working as a bilingual secretary in several companies and organizations. At her age of 26, Rowling's mother died from multiple sclerosis, which strongly affected her. The fact that her famous literary character is an orphan longing for his parents love implies that by means of this character Rowling later tried to cope with her mother's death. Immediately after her mother died, she moved to Portugal in order to teach English. After an unsuccessful marriage with a Portuguese journalist, she decided to come back to Britain together with her four-month daughter. (Fenske, 2008, pp. 15-16, 21)

In 1994, Rowling applied for a scholarship by Scottish Arts Council and succeeded. The amount of 8,000 pounds enabled her to quit her job, and to devote herself to composing the first Harry Potter novel, which she already started writing in Portugal. After finishing the novel, she offered it to several literary agents, among others to Christopher Little, who decided to represent her. However, it took him a whole year to find a publisher. Finally, 'Harry Potter and the Philosopher's Stone' was published by a small publishing house of Bloomsbury on 26<sup>th</sup> June 1997. Within the first few months, it was sold more than 150 thousand copies, and the book appeared on the top of the British bestseller lists. Short afterwards, Rowling was awarded the Smarties Book Prize. In 1998, the sequel called 'Harry Potter and the Chamber of Secrets' was published in Great Britain becoming number one in the adult hardback bestseller charts only a month after its publication. Further, the first novel was published in the United States under the title 'Harry Potter and the Sorcerer's Stone'. In the same year, Rowling sold the film rights for two Harry Potter novels to Warner Brothers. (Nel, 2003, p.23; Fenske, 2008, pp.17-18; "JK Rowling Biography",n.d.; "Biography jkrowling",n.d.)

In 1999, Harry Potter novels became internationally famous as well as their author. When coming to the United States in order to promote 'Harry Potter and the Prisoner of Azkaban', Rowling was welcomed by huge crowds of fans. Media compared such fans' reactions to those during the Beatles U.S. tour calling Rowling's tour 'Pottermania'. (Nel,2003,p.24) Fenske (2008) stated that "by March 2001 Rowling had become the most internationally successful author ever; with sales of her books exceeding those of Stephen King, Agatha Christie and even the Bible." (p.19)

In total, Harry Potter series consists of seven novels. The fourth novel called 'Harry Potter and the Goblet of Fire' was published in 2000. It was followed by 'Harry Potter and the Order of the Phoenix' published in 2003, and 'Harry Potter and the Half-Blood Prince' published in 2005. 'Harry Potter and Deathly Hallows', the seventh and last novel of the series, released in 2007. After having completed Harry Potter series, Rowling started working on novels for adult readers. The first novel 'The Casual Vacancy' was published in 2012, and translated into 44 languages. The second novel for adults 'The Cuckoo's Calling' was published in 2013 under the pseudonym Robert Galbraith,

and translated into 37 languages. Another novel written under the same pseudonym is going to be published in 2014. (Nel, 2003, p.24; “Biography jkrowling”,n.d.)

For her literary work, Rowling has been awarded many prizes and honorary degrees. In June 2000, she was given the Order of the British Empire for services to children’s literature. (“Biography jkrowling”,n.d.) In the same year, she was given a Doctor of Letters from both the University of St Andrews and the University of Exeter. Additionally, Rowling has been awarded the Prince of Asturias Award for Concord (2003), France’s Légion d’Honneur (2009), and the Hans Christian Andersen Literature Award (2010). She is also the first children’s author who has won British Awards Author of the Year. (Fenske,2008, p.19; “Biography jkrowling”,n.d.; “Awards”,n.d., Other Awards section.)

As mentioned above, Rowling sold the film rights for the first two novels of the series to Warner Brothers in 1998. The film ‘Harry Potter and the Philosopher’s Stone’ directed by Chris Columbus released in the United Kingdom on 16 November 2001. The main part of Harry Potter was played by British actor Daniel Radcliffe. Rowling required British cast and setting as she did not want to Americanize her work in any aspect. (Fenske, 2008, p. 18) As well as in the case of the book, the success of the film was huge. The sequel ‘Harry Potter and the Chamber of Secrets’ made by the same director released on 15 November 2002. In the next years, all the Harry Potter novels were made into films. According to the date of release, they were ‘Harry Potter and the Prisoner of Azkaban’ (2004), ‘Harry Potter and the Goblet of Fire’ (2005), ‘Harry Potter and the Order of the Phoenix’ (2007) and ‘Harry Potter and the Half-Blood Prince’ (2009). The very last film of the series, namely ‘Harry Potter and Deathly Hallows’, was divided into two parts. The first part was released in 2010 followed by the second one in 2011. (“The Films”,n.d.)



## **Public Schools**

A public school can be defined as “an independent (usually fee-paying) school for students aged 11 (or 13) to 18. Many of Britain’s public schools are long-established and have gained a reputation for their high academic standards, as well as their exclusiveness and snobbery. The boys’ schools include such well-known schools as Eton, Harrow, Westminster and Winchester.”(Room,1990,p.295)According to MacmillanDictionary.com, a public school is “a private institution for young people between the ages of 13 and 18 whose parents pay for their education. The students often live at the school during the school year.” (“Macmillan”,n.d.)

Public schools have a long-term tradition in Great Britain. The oldest public schools are Winchester (1382), Eton (1440), St Paul’s (1509) and Shrewsbury (1552). (McDowall, 1993, p.152) Their original aim was to educate children from poor families. Nevertheless, the high quality of education provided by the public schools was very attractive for the rich ones as well. Finally, the increasing school fees prevented the poor from studying there. At that time, the emphasis was put on the Classics – Latin and Greek. At the turn of the 18<sup>th</sup> and 19<sup>th</sup> century, public schooling was in a deep crisis. Students initiated repeated riots and rebellions, as they were dissatisfied with the poor quality of teaching, bad food as well as with physical conditions. (Culpin, 1994, p.226; Kashti,1988, p. 354)

After the wave of strong protests, there were several reforms made at public schools at the beginning of the 19<sup>th</sup> century. The reforms were carried out at Rugby headed by Thomas Arnold, from where they were spread to other public schools. The changes made within Arnold’s reforms were as follows. Firstly, the aim of the school was to bring up Christian gentlemen, which means to bring up personalities who are religious, blameless, responsible, loyal, patriotic and of consistent behaviour. These gentlemen were supposed to carry out one of the following professions: law, medicine, the Church, the Civil Service or colonial service. There were traditional values held at these schools, while science and technology were strictly rejected. Therefore, most of them were boarding schools located in the country, far away from industrial cities.

Besides the Classics playing an important role here, the curricula newly contained math, geography, and history. What became also important was the development of physical condition, discipline, tolerance and team spirit. For that reason, sport became a significant part of the curricula, where the team work was preferred to the personal achievement. Up to Arnold's reform, it was customary that some senior boys were appointed 'prefects', which means that they became superior to the younger boys, and had their own servants among them. The custom of serving senior students was called 'fagging'. The reform did not bring the ban of fagging, however, it started to be controlled more strictly. Besides reforming the existing public schools, the new ones were founded. 54 new public schools were established in Britain during the 19<sup>th</sup> century. (Culpin, 1994, pp.226,230; McDowall, 1993,p. 152; O'Driscoll, 2009, p.131; Kashti, 1988, pp.354-5)

In the first half of the 20<sup>th</sup> century, life and study at public schools did not change at all. In the 1960s, the state schools were able to provide students with education of equal or even better quality, and thus presented competition for the public ones. To attract students, public schools started gradually modernize themselves. Step by step, the schools were equipped with laboratories, computers and technology rooms. Additionally, girls were allowed to study at some boys' public schools, especially in the sixth form. In the 1970s, beating as well as fagging was fully banned at most public schools. (Culpin,1994, pp. 237-8; McDowall, 1993,p.152)

At the turn of the 1980s, there was a huge demand for public schools in Britain. Many parents registered their children for studies at public schools right after their birth. In 1988 at Radley School, there were 203 registered children for the year 2000, while there were only 120 vacancies designated for this year. Parents were not discouraged even by the rise in fees. Only between 1985 and 1988, the fees increased of 31%. In case the children wanted to study at public schools, they had to pass an examination called 'Common Entrance'. When they were particularly successful at the exam, they could be given a scholarship helping their parents with the fees. To be able to manage the exam, most of them visited preparatory schools until the age of 13. (Culpin,1994,p.238; McDowall,1993,p. 152)

Today, the independent school sector consists of 2 413 independent schools including pre-preparatory schools, preparatory schools at the primary level, and public schools or other independent schools at the secondary level of education. Out of total amount, there are 246 public schools in Great Britain. (“Department for Education”,2013) Entry requirements have remained the same up to these days – children who want to study at public schools have to pass the entrance exam. In order to prepare them for the exam, parents often send their children to preparatory schools. Public schools are attractive for both parents and their children, although there is still a lack of places as well as a constant increase in school fees. According to opinion polls, many parents would send their children to public schools if they had enough financial wherewithal for the fees. They argue that these schools provide education of higher quality than the state ones, and suppose that the studies may bring their children higher social status in the society. (Oakland, 2006, pp.217-219)

## Comparison of Selected Literary Works

### Setting

In this section of the thesis, settings of both literary works will be compared. It is necessary to point out that while ‘The Worst Witch’ is set only into Miss Cackle’s Academy, ‘Harry Potter and the Philosopher’s Stone’ is set into two locations. The very beginning of the story is set in Little Whinging, which is a fictitious town where Harry had been living up to his eleventh birthday. After that, the main part of the story is set at Hogwarts School of Witchcraft and Wizardry. However, only Hogwarts will be further discussed and compared with Miss Cackle’s Academy. As indicated by the extent of her book, Murphy does not pay such attention to the description of the setting as Rowling. “Murphy’s style is appropriate to its appeal to somewhat younger children who are wary of extended descriptive passages.” (Pinsent,2004,p.34) Despite this fact, it is possible to compare both schools with respect to the following criteria: overall setting, interiors, exteriors, school organization and atmosphere at school.

**Overall setting.** Miss Cackle’s Academy for Witches is located at an unspecified place. Except of one scene set in a forest, there are no references to influence of the outside world on the closed community of the Academy and vice versa. Further, there is no mention of pupils’ activities during holidays or their occupations when leaving the school. (Pinsent,2004, p.39) When taking the way of school organization into account, the Academy strikingly resembles a public school typical for Great Britain.

Hogwarts School of Witchcraft and Wizardry is located somewhere in South England, the exact place is not further specified in the book. This boarding school is visited by children from magic families as well as by those from "ordinary ones", so-called Muggle families. As in many other books of magic, there are two worlds in ‘Harry Potter’—the magic world and the ordinary one. However, the magic world is not separated from the ordinary one as for example in C. S. Lewis’s ‘Chronicles of Narnia’, but it shades into the ordinary world. There are many hidden entrances into the magic world in London such as The Platform Nine and Three Quarters at King’s Cross Station, or the courtyard behind the pub ‘Leaky Cauldron’, where is a wall leading to the Diagon Alley. Hogwarts are seen by Muggles’ as a ruined castle, in front of which there is a warning sign ‘Danger-No Entrance’. Other schools in the magic world are similarly concealed. (Wolosky,2010, p. 3)

**Exteriors.** Pinsent (2004) mentions that the initial description of Miss Cackle's Academy is very similar to the one of Hogwarts, and points out the following parts of both works. (p.33) When describing the Academy, Murphy (2011) states that the Academy "stood at the top of a high mountain surrounded by a pine forest", and looks "more like a prison than a school, with its gloomy grey walls and turrets. [...], the place was half hidden in mist, so that if you had glanced up at the mountain you would probably not have noticed the building was there at all."(p.7) Rowling (2000) described Hogwarts in the following way: "The narrow path had opened suddenly on to the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers." (p.123) When comparing the extracts, it is possible to notice the following similarities: both the schools are situated 'on a top of a high mountain' looking like an old castle with many 'turrets' or 'towers'.

**Interiors.** Pinsent (2004) claims that the atmosphere at Hogwarts is 'more welcoming than that of the Academy' arguing that 'the emphasis is often placed on splendor and light'. (pp.33-4) When comparing Rowling's description of the Great Hall with the one made by Murphy, it is obvious what Pinsent means with the 'more welcoming atmosphere at Hogwarts'. Rowling (2000) describes the Great Hall at Hogwarts as follows: 'Harry had never even imagined such a strange and splendid place. It was lit by thousands and thousands of candles which were floating in midair over four long tables, where the rest of the students were sitting. These tables were laid with glittering golden plates and goblets. At the top of the Hall was another long table where the teachers were sitting. [...] Harry looked upwards and saw a velvety black ceiling dotted with stars.' (pp.128-9) In contrast to Rowling, Murphy (2011) depicts the Great Hall at the Academy as 'a huge stone room with rows of wooden benches, a raised platform at one end and shield and portraits all round the walls.'(p.19)

According to Pinsent (2004), Hogwarts' interiors are 'more attractive' and 'opulent' in comparison with those at the Academy. To prove her statement, Pinsent points out the significant difference between rooms at both schools. (p.34) When describing the rooms, Rowling (2000) states that in each of them there are 'five four-posters hung with deep-red velvet curtains'. (p.142) In contrast, Murphy (2011) depicts rooms at the Academy as 'very simple, with a wardrobe iron bedstead, table and chair, and a slit window like the ones used by archers in castles of long ago.'(p.12)

Concerning the size of the building, Hogwarts is really huge as mentioned many times in the book. In chapter seven, students are entering the Entrance Hall for the first time. It is described in the following way: "The Entrance Hall was so big you could have fitted the whole of the Dursley's house in it. The stone walls were lit with flaming torches like the ones at Gringotts, the ceiling was too high to make out, and a magnificent marble staircase facing them led to the upper floors." (Rowling, 2000,p.125) As mentioned above, Murphy does not pay so much attention to description as Rowling. Although Murphy mentions the existence of the Entrance Hall at the Academy, she does not describe it more in detail, so it is not possible to compare her description with Rowling's one.

However, when comparing all facts given by Rowling with those given by Murphy, it is possible to state that Hogwarts is bigger than Miss Cackle's Academy. This statement is possible to prove when comparing the following description of interior given by Murphy with the one given by Rowling. All the reader knows about the interior of the Academy is that there are 'long, narrow corridors and winding staircases.' (Murphy, 2011, p.7) In contrast, Rowling (2000) depicted the interior in the following way: "There were a hundred and forty-two staircases at Hogwarts: wide, sweeping ones, narrow, rickety ones, some that led somewhere different on a Friday, some with a vanishing step halfway up that you had to remember to jump." (p.144) On the basis of two extracts mentioned above it is possible to consider Hogwarts to be bigger than the Academy.

**School organization.** The Academy is a five-year boarding school for girls. At the end of the fifth year, each witch is given the Witches' Higher Certificate. By contrast, Hogwarts is a seven-year mixed boarding school. In the whole book, there is no mention about awarding any certificates or diplomas at the end of the studies. Both at the Academy and Hogwarts, students are obliged to wear school uniforms. Concerning uniforms, Murphy gives us a much more detailed description than Rowling. There are three types of uniforms worn at the Academy. The witches usually wear black gymslips, black stockings, black hob-nailed boots, grey shirts and black-and grey ties. Additionally, they wear sashes of various colours around their waists (each colour symbolizes one of the houses), and school badges. In the summer, they wear black-and grey checked dresses and for special occasions there are long black robes and black pointed hats. (Murphy,2011,p.8)

All what Rowling (2000) tells her readers about uniforms is that first-year students wear black robes and black pointed hats. In winter, they put on a black winter cloak with silver fastenings. (p.76) It is possible to state that the uniform worn at Hogwarts daily is the same as the one worn at the Academy for special occasions, namely consisting of ‘black robes’ and ‘black pointed hats’.

**Lessons.** There are very similar lessons taught at both the Academy and Hogwarts. In her book, Murphy mentions three concrete ones - potion lessons, chanting lessons and riding-broomstick lessons. There is implied in the book that there are much more lessons taught at the Academy, however, they are not mentioned or further described. At Hogwarts, lessons of potion-making, chanting and riding-broomstick are taught as well. Regarding potion-making, the basic idea is the same. Students learn what ingredients they need to mix in a cauldron in order to prepare various magic potions. Murphy (2011) tells the reader that potion-making lessons are taken place in potion lab. There are workbenches provided with various ingredients needed for potion-making. (pp.40-41) The potion lab as described above evokes a chemical laboratory typical for common schools. By contrast, Rowling (2000) describes the room meant for potion-making in the following way: “Potion lessons took place down in one of the dungeons. It was colder here than up in the main castle and would have been quite creepy enough without the pickled animals floating in glass jars all around the walls.” (p.149)

There is no mention about Transfiguration lessons in Murphy’s book. However, in chapter three Mildred turns her enemy Ethel into a pig, but she does not know how to turn her back. After that, Mildred is asked by her form-mistress to go to the library and look up the right spell. (Murphy, 2011, pp.31,35) Based on this fact, it is possible to assume that lessons about transfiguration are taught at the Academy as well, although they are not explicitly mentioned. In Rowling’s book, Transfiguration is presented as a serious field of science. In their first lesson, students find out that there is a long path they will have to go down before turning furniture into an animal. Even after making a lot of notes, they are hardly able to turn a match into a needle. (Rowling, 2000, p.147) During their first exam, they are asked to turn a mouse into a snuff-box. When telling about the way of assessment, Rowling (2000) notes in a humorous way that ‘points were given for how pretty the snuff-box was, but taken away if it had whiskers.’(p.283)

Besides potion-making, chanting and riding-broomstick, there are other lessons taught at Hogwarts, such as Herbology, History of Magic, and Defence Against the Dark Arts. (Rowling, 2000, p.146-148) It is possible to claim that “Rowling develops the curriculum to a much fuller extent than Murphy’s more limited scope allows.”(Pinsent, 2004, p.39) To some of the subjects, it would be possible to find exact equivalents in common schools. What is more, the teaching methods and students’ approach toward the subject correspond with the reality known from common schools. For example, the most boring subject ever is the History of Magic taught by Professor Binns. When describing his teaching method, Rowling (2000) mentioned that he ‘droned on and on while they scribbled down names and dates and got Emeric the Evil and Ulric the Oddball mixed up.’ (p.146) Such description reflects a stereotypical idea of history classes at schools. According to Nel (2003), Rowling mocks swotting facts without thinking about them by means of Binns’ character. (p.30) He suggests that the name Binns echoes “dustbins”, which is “a humorous way of implying that his lessons are ‘rubbish’.”(p.30)

**Books.** When discussing lessons taught at both schools, it is interesting to mention books which are used there. While students at the Academy use only one book in their lessons, those at Hogwarts are given a whole list of publications necessary for their studies. Pinsent (2004) commented on it as follows: ‘Rowling seems occasionally to have developed aspects sketched in by Murphy and made them far more extensive.’ (p.39) The only book needed at the Academy is called ‘The Popular Book of Spells’. The special edition of this book, bound in black leather, is traditionally given to witches at the end of their first year. (Murphy, 2011, p. 10) The way how the book is described implies that it is a kind of bible for all students at the Academy. When having look at the list of literature necessary for first-year students at Hogwarts, there is one book which is called similarly as the one mentioned above, namely ‘The Standard Book of Spells’. However, Rowling (2000) is much more precise when describing textbooks, so the whole name of the book is ‘The Standard Book of Spells (Grade 1) by *Miranda Goshawk*.’ (p.76) The names of other books are also derived from names of textbooks used in a real life, which makes them authentic. On the list, there is possible to find ‘A Beginners’ Guide to Transfiguration by *Emeric Switch*’ or ‘The Dark Forces: A Guide to Self-Protection by *Quentin Trimble*.’ (p. 276-277)



**Teachers.** Regarding teachers, there is one character symbolizing good and one symbolizing evil at both schools. At the Academy, it is Miss Cackle – a kind, fair headmistress, who is always ready to listen to Mildred’s problems. On the other hand, there is Mildred’s unpleasant form-mistress Miss Hardbroom, who does not seem to like students at all. The third teacher mentioned here is Miss Bat, who is just pointed out briefly in the connection with chanting lessons, but not further characterized. As implied in the book, there are definitely more than three teachers at the Academy. However, their characters are not further specified.

Hogwarts is headed by Professor Albus Dumbledore, who is the symbol of good, kindness and fairness. In contrast to him, there is Professor Severus Snape, who does not miss any moment to humiliate Harry and his friends. The number of teachers also indicates that Hogwarts is a bigger institution than the Academy as there are much more teachers mentioned concretely in the book. Besides Dumbledore and Snape, the first-year students like Harry come into contact with professors Sprout, Binns, Flitwick, McGonagall and Quirrell.

### **Atmosphere at school**

**Atmosphere at the Academy.** The teaching and educational style applied at the Academy could be called as autocratic. Murphy (2011) described the atmosphere at school in the following way: “There were so many rules that you couldn’t do *anything* without being told off, and there seemed to be tests and exams every week.” (p.8) It implies that students feel rather anxious there as they are constantly afraid of being told off or getting bad marks. Even if she does not do it on purpose, Mildred is the kind of student who is in trouble all the time. Teachers do not have any solution but giving her extra homework or keeping her in. However, as Murphy remarks, there was nowhere to go even if it would be allowed. (p.9) The girls seem not to be allowed to leave the compound of the Academy, so they are quite isolated from the outer world.

Such atmosphere at the Academy is partly caused by Miss Hardbroom’s way of behaviour. She is very strict, which is the reason why students are afraid of her. Among others, students’ attitude to Miss Hardbroom is clearly demonstrated in chapter five, where she informs them that their class has been chosen to represent the Academy at Halloween’s

display. After telling the students about her plans, she asks whether everybody agrees or whether someone is there who has another idea. However, as Murphy (2011) depicted, Miss Hardbroom “looked round piercingly at the girls, who all shrank into their seats and would not have dared to disagree, even if they had wanted to.”(p.55)

Concerning rule-breaking, Miss Hardbroom has got no mercy. After both Miss Cackle and Miss Hardbroom reveal that Mildred has saved the Academy from its enemies, Miss Cackle suggests cancelling their planned meeting about Mildred’s failure at the display. However, Miss Hardbroom does not agree, and still wants Mildred to explain why she was wandering outside when she was supposed to be in bed. Obviously, the fact that Mildred has broken the rules is more important to Miss Hardbroom than what she has done for the Academy. (Murphy,2011,p.94-95) More detailed characteristic of Miss Hardbroom is given in section ‘Characters’.

Besides strict rules and never-ending exams, there is one more feature characteristic for the Academy. It is a keeping of traditions. According to Miss Cackle, the headmistress, traditions play an important role in education. She does not believe in any modern methods of education, and insists of keeping the same traditions and customs which were kept in times of her youth. (Murphy,2011,p.10) For example, students are given black kittens in the middle of the first term. They are not given kittens for a special reason, but simply because it is a part of tradition. As Murphy (2011) pointed out, at some schools students are given owls, but ‘it’s just a matter of taste.’(p.10) For the same reason, students get a special edition of *The Popular Book of Spells* at the end of the first year. It is bound in black leather and not used actually, as in classes students usually work with its paperback edition. Nevertheless, it is a part of tradition again. (p.10)

***Atmosphere at Hogwarts.*** The teaching and educational style applied at Hogwarts can be called as democratic. Students collect points for various achievements at school, which are added to the common score of each house. At the end of the school year, a feast is organized where the House Cup is awarded to the house with the highest number of points. When breaking any rules, students are not given extra homework or kept in. In such cases, points of a given house are taken away from the common score. The students are motivated to obey the rules because they feel responsible not only for themselves, but also for the others. Only in chapter 15, Harry, Hermione, Malfoy and Neville are individually

punished for repeated breaking rules. Even in this case, they do not have to do extra homework or stay locked in their rooms. Instead, they are asked to do something useful for school, namely to help Hagrid find a dead unicorn, and find out what might have killed it. (Rowling, 2000, p. 268-270)

According to Nel (2003), for Hogwarts it is important not only to give their students theoretical knowledge in different subjects, but also to provide them with a moral education. (p. 28) Further, he states that “what the characters learn inside the classroom is as important as what they learn outside of it.” (p.28) To prove this idea, Nel pointed out the fact that even though Dumbledore knew that Harry with his friends were going to find and save the Philosopher’s Stone, he did not stop them. He just provided them inconspicuously with knowledge they would possibly need, and let them try. (p.28)

Besides Dumbledore, there is one more character responsible for a pleasant and a rather friendly atmosphere at Hogwarts, namely professor McGonagall. Minerva McGonagall rather keeps her distance from the students as well as Miss Hardbroom. Nevertheless, she does not have to be sarcastic, or even to yell at students in order to be respected. In her first Transfiguration lesson, she just points out matter-of-factly that everybody who will disturb her lessons will be expelled once for all. Then, she turns her desk into a pig and back, which raises a wave of enthusiasm in class, and brings her immediate respect and authority. As Rowling (2000) said, students “were all very impressed and couldn’t wait to get started, but soon realised they weren’t going to be changing the furniture into animals for a long time.” (p.147) The respect of students has further increased during the lesson as they found out how much they would have to learn in order to make the same magic as professor McGonagall.

The attitude towards rules at Hogwarts differs significantly from the one at the Academy. Such statement can be proved by the episode mentioned in chapter nine. In this chapter, professor McGonagall catches Harry riding a broomstick, although the whole class is ordered to stay on the ground waiting for their teacher. Instead of making a scene, she just asks him to go with her. Without saying a word to him, she rushes back to school with Harry flying behind her. This seems to be even worse for Harry than telling him off. However, instead of punishing him, she introduces Harry to Oliver Wood, the Quidditch captain of Gryffindor. In return, Harry has to promise her training hard. (Rowling, 2000, p.163-166)

In this case, McGonagall shows a human side of her personality, saying: “Heaven knows, we need a better team than last year. *Flattened* in that last match by Slytherin, I couldn’t look Severus Snape in the face for weeks...”(Rowling,2000,p.166) For good of her team, she does not even hesitate to ask Dumbledore for an exception for Harry, as first-year students are usually not allowed to play Quidditch.

This example shows that rules at Hogwarts are not something sacred and immutable, and that sometimes it is even possible to discuss them when reasonable arguments are presented.

### **Conclusion.**

In this section of the thesis, settings of both literary works have been compared. As mentioned above, exteriors of both schools are described very similarly. There have been some similarities found in school organization of both institutions, namely in uniforms, lessons and books used there. On the other hand, the schools differ from each other significantly in interiors as well as in overall atmosphere.

## **Characters**

Selected characters of both works will be compared in this section, namely the main protagonists Harry Potter and Mildred Hubble, the main antagonists Draco Malfoy and Ethel Hallow, the representatives of good teachers Albus Dumbledore and Miss Cackle, and the representatives of feared teachers Severus Snape and Miss Hardbroom. All the characters will be compared with each other with respect to the following criteria: origin, physical appearance and character traits.

### **Harry Potter vs. Mildred Hubble**

*Origin.* Harry Potter is an eleven-year orphan brought up by the Dursleys, i.e. by his uncle Vernon and his aunt Petunia. All of them live together with Dursleys' son Dudley in a house in Little Whinging. Till his eleventh birthday Harry believes that his parents died in a car crash. Then he meets Hagrid who tells him the truth: Harry is a descendant of famous wizards Lily and James Potter who were killed by Voldemort. Harry, as the only one of the family, survived his attack. Nobody knows how he achieved this, however, since then Voldemort is gone, and Harry Potter is celebrated by witches and wizards all over the country.

Nevertheless, since his eleven birthday he is brought up by the Dursleys who "hate anything magical and maltreat both physically and emotionally the boy whenever they can." (Fenske, 2008,p.157). The signs of maltreatment are mentioned many times in the book. Harry is forced to live in a dark cupboard under the stairs, and to wear nothing but Dudley's old clothes. All the time, the Dursleys either scold him or simply ignore him, and Dudley and his friends bully him whenever they can. In chapter seven, Harry is present at his first banquet in Hogwarts. He is shocked by the amount of food served there, and tastes almost everything. Rowling (2000) commented on it in the following way: "The Dursleys had never exactly starved Harry, but he'd never been allowed to eat as much as he liked. Dudley had always taken anything that Harry really wanted, even if it made him sick."(p.135)

Concerning Mildred Hubble, there is no reference of her origin in the whole book. Murphy does not mention her parents, potential siblings or any other relatives. The conditions she had been brought up in before coming to the Academy remain unknown to the reader. Based on the fact that there are no other characters than witches and wizards mentioned in the book, it is possible to assume that Mildred was brought up in a magical family, which contrasts strongly with the family environment of Harry Potter.

***Physical Appearance.*** Regarding physical appearance of Harry Potter, Rowling (2000) described him as follows: ‘[...] Harry had always been small and skinny for his age.’ [...] ‘Harry had a thin face, knobbly knees, black hair and bright-green eyes. He wore round glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning.’ (p.27) Most of the time at Hogwarts, Harry wears his school uniform which is a black work robe and a black pointed hat.

By contrast, Murphy (2011) depicted Mildred Hubble with these words: “Mildred was tall and thin with long plaits which she often chewed absent-mindedly.”(p.9) Most of the time she wears her school uniform consisting of black gymslip, black stockings, black hob-nailed boots, grey shirt, black-and grey tie and school badge. Around her waist, she wears a sash of red colour. (p.8) Murphy commented on it: ‘You could rely on Mildred to have her hat on back-to-front or her bootlaces trailing along the floor.’ (p.9)

### ***Character traits***

***Harry Potter.*** Harry Potter comes to Hogwarts as a hero. When Professor McGonagall mentions Harry’s name during the Sorting Ceremony, the hall starts whispering: “*Potter*, did she say?” “*The Harry Potter?*” (Rowling,2000,p.133) From his very first day at Hogwarts, Harry hears people whispering about and pointing at him. Everybody at Hogwarts knows that Harry Potter beat Voldemort only as a one year boy, which proves the scar on his forehead. Fenske (2008) compared the scar to a mark of Cain, which “marks him as the chosen one from now on.” (p.157)

Everything indicates that Harry is a talented wizard. When he puts the hat during the Sorting Ceremony, it says to him: “Difficult. Very difficult. Plenty of courage, I see. Not a bad mind, either. There’s talent, oh my goodness, yes - and a nice thirst to prove yourself, now that’s interesting...” (Rowling, 2000, p.133) Hearing Harry’s wishes not to be chosen to Slytherin, it reacts: ‘Are you sure? You could be great, you know, it’s all here in your head, and Slytherin will help you on the way to greatness, no doubt about that-no?’ (p.133) What is more, Harry turns out to be a natural talent for flying broomstick, and becomes a successful Seeker of Gryffindor.

Without any doubts, Harry Potter is brave. In some cases, however, his braveness borders foolhardiness as when he attacks the troll in chapter ten. But when dealing with the lives of his friends, Harry always becomes careful. (Fenske, 2008, p.160-1) In chapter sixteen, Harry, Ron and Hermione are standing outside the third-floor corridor. They are going to go through it to get the Stone before Quirrell does. Harry, aware of the danger waiting behind the door, says to his friends: “If you want to go back, I won’t blame you. You can take the Cloak, I won’t need it now.” (Rowling, 2000, p.296)

Besides braveness, Fenske (2008) mentioned truthfulness and fairness when describing Harry’s personality. (p.165) Among others, Harry proves these qualities in chapter seventeen, when he meets Voldemort for the first time. Voldemort offers Harry that he lets him alive when Harry gives him the Stone. Harry, aware of the fact that the Stone would get on the side of Evil, puts up a fight with Voldemort rather than giving it to him. Harry has firm principles, and does not hesitate to break the rules in order to abide by these principles. He does not break the rules for his own benefit, but in cases when higher interests are at stake. Therefore, such rule-breaking is regarded as moral courage rather than lack of discipline. (Fenske 2008, pp.162-3)

Another feature of Harry’s personality is loyalty. (Fenske,2008,p.166; Grimes,2004,p. 109) In the course of time, Harry has proved his loyalty in many aspects. Firstly, he is loyal to Hogwarts as he risks his own life in order to save the school from Voldemort’s power. Secondly, he is loyal to his friends - he stands at Ron’s side when arguing with Malfoy in the train on the way to Hogwarts, he stands at Neville’s side and fights with Malfoy after Malfoy took Neville the Remembrall, and he together with Ron saves Hermione from a dangerous troll. Thirdly, he is loyal to his Quidditch team – in chapter thirteen, he decides to play even when he knows that it might be dangerous.

What is further typical for Harry's character is unselfishness. Thank to this, he is able to find the Philosopher's Stone. (Fenske, 2008, p.173) As Dumbledore explained to Harry, only one who wanted to find the Philosopher's Stone – just find it, but not to misuse it for his own profit- was able to see it in the Mirror of Erised, and to find out where it is hidden. (Rowling, 2000, p.323) Harry also proved his unselfishness when he suggested his friends to go back to safety in front of the third-floor corridor as well as when he rejected to get the Stone to Voldemort's hands. In the very last situation mentioned before, he proves that he is not only unselfish, but also determined and persevering as further described by Fenske. (2008, p.166)

Concerning Harry's character, Nel (2003) mentions a lack of confidence as one of its traits. He states that Harry's uncertainty is caused by his early life at his cruel, surrogate parents. (p.35) Among others, Harry's self-doubts have been described in chapter four when meeting Hagrid for the first time. When Harry realizes that he is a wizard, his feelings are the following: "Hagrid looked at Harry with warmth and respect blazing in his eyes, but Harry, instead of feeling pleased and proud, felt quite sure there had been a horrible mistake. A wizard? Him? How could he possibly be?" (Rowling, 2000, p.67)

However, Nel (2003) points out that Harry becomes more confident as soon as he realizes his abilities. (p.35) Grimes (2004) also mentions self-doubts when describing Harry's character. She points out that this is one of his character traits young readers can easily identify with. "Because Harry experiences self-doubt yet finds a heroic identity and functions in a new and strange world, readers of the books about him believe that they, too, can be [...] able to meet new challenges and overcome the hurdles they present."(p.106)

*Mildred in comparison with Harry.* While Harry is a gifted wizard and a successful Seeker of his house's team, Mildred is the kind of person who is in trouble all the time. She mistakes spells incessantly, and has serious problems with flying her broomstick. She does not really want to break rules and to annoy the teachers, but something always goes wrong wherever she comes. (Murphy,2011,pp.8-11) At the very beginning of the term, Mildred crashes her broomstick into the yard wall and breaks it in half. In chapter three, she has managed to turn her enemy Ethel into a pig just when Miss Hardbroom enters the room. Only a day later, she fails the potion test again, and is sent to have an interview with the headmistress.



Murphy comments on the character in the following way: “I wanted to write about girls who were misfits, like I was, with unfashionably long, dark, straggly hair, and the heroine who was as hopeless as I was but for whom it came all right in the end.” (“Jill Murphy puffin”, n.d., Interview section)

Eccleshare (2011) states that Mildred stays calm whenever something goes wrong, being reconciled to her hopeless destiny. She only gets upset when she is accused of a mistake she didn't cause. (n.p.) As ‘a mistake Mildred didn't cause’ is regarded her failure at Halloween display. In chapter six, Mildred together with other witches took a part in the performance at the occasion of Halloween celebrations. Even when she had been preparing herself for the performance really hard, she finally fell off her broomstick, which had been bewitched by her mean classmate Ethel. Although it was not her fault, she was immediately in disgrace with the whole academy. (Murphy, 2011, p.67-70) When comparing Harry and Mildred, Pinsent (2004) suggests that “the contrast between Mildred's initial ineptitude even when her broomstick has no spell on it, and Harry's brilliance as a flyer suggests something about the extent to which each is able to take control over life.” (p.38)

One of Harry's character traits mentioned above is braveness. Although described as ‘misfit’ or ‘hopeless’, Mildred proves being brave too when she decides to save the Academy from Miss Cackle's mean sister Agatha. When meeting a group of witches planning to take control of the Academy, she succeeds in turning them into snails, and then she decides to go back to the Academy, although she is aware of the fact that she does not avoid the interview with Miss Cackle. (Murphy, 2011, p.84)

Regarding truthfulness and fairness, Mildred Hubble is as truthful and fair as Harry. Besides the ‘saving-the-academy-scene’, she proves these qualities when she together with Maud makes the wrong potion. Without hesitating, she admits her fault, although it means another interview in Miss Cackle's office. (Murphy, 2011, p.43) Mildred tells the truth under any circumstances, even when it may cause her troubles. In chapter five, Miss Hardbroom, giving her pupils advice regarding the display, asks Mildred: “Mildred, why is there a bundle of sticky-tape in the middle of your broomstick?” (Murphy, 2011, p.59) Mildred answers truthfully: ‘I'm afraid I broke it in half during the first week of term.’ (p.59)

Loyalty is another character trait which Mildred and Harry have in common. As well as Harry, Mildred finally prevented evil from taking over her school, and thus she proved her loyalty to the institution. She also turned out to be a loyal friend of Maud when assuming the responsibility for the failure in potion laboratory mentioned above. Finally, she showed her loyalty to the broomstick formation team, when during practice she ‘was making a special effort to be good and thoughtful.’(Murphy,2011,p.58) Based on Mildred’s behaviour mentioned above, it is possible to characterize her as unselfish, which is another character feature shared with Harry Potter.

There is one more character feature common for both Mildred and Harry – lack of confidence. As stated above, Harry’s uncertainty is caused by the cruel treatment of his surrogate parents. In case of Mildred, the uncertainty is caused by her awareness of being clumsy all the time. When talking with Maud on the night before the presentation of the kittens, she describes her feelings as follows: ‘I’m worried about the whole thing,’ Mildred confessed, chewing the end of her plait. ‘I’m sure I’ll do something dreadful like treading on its tail, or else it’ll take one look at me and leap out of the window. *Something’s* bound to go wrong.’ (Murphy, 2011, p.14) It is worthy to point out here Harry’s feelings before the Sorting Ceremony, which are described in the following way: “The hat seemed to be asking rather a lot; Harry didn’t feel brave or quick-witted or any of it at the moment. If only the hat had mentioned a house for people who felt a bit queasy, that would have been the one for him.”(Rowling,2000,p.130-1) As follows from extracts mentioned above, both Harry’s and Mildred’s feelings are very similar when having an important event coming up.

## **Draco Malfoy vs. Ethel Hallow**

***Origin and physical appearance.*** Draco comes from an old wizarding family of the Malfoys, whose all members studied at Hogwarts, being students of Slytherin. As Hagrid explained to Harry, “there’s not a single witch or wizard who went bad who wasn’t in Slytherin. You-Know-Who was one”. (Rowling, 2000,p.90) However, Draco is obviously proud of his origin, and can’t wait to be chosen to Slytherin as well. When meeting Harry for the first time, he asks him what house Harry will be in. When he finds out that Harry does not know yet, he reacts: “Well, no one really knows until they get there, do they, but I know I’ll be in Slytherin, all our family have been - imagine being in Hufflepuff, I think I’d leave, wouldn’t you?” (Rowling, 2000, p.88)

In chapter six, Rowling mentions that after Voldemort’s disappearance the Malfoys were some of the first ones who came back to the side of good claiming that they had been bewitched. Nevertheless, she furthers states that ‘Malfoy’s father didn’t need an excuse to go over to the Dark Side.’ (p.122)

Concerning Malfoy’s appearance, he is described as a pale boy with pointed face when showed up in the story for the first time. (Rowling,2000,p. 87) The paleness of his face seems to be characteristic of Malfoy as this particular feature is emphasized in the book very often. When meeting him in the train, Harry recognizes in him ‘the pale boy from the robe shop’ (p.119), and later Rowling mentions that ‘Draco Malfoy didn’t go red, but a pink tinge appeared in his pale cheeks.’(p.120) Unfortunately, there is no single reference about Ethel’s origin or physical appearance in the whole book, so there is nothing to compare.

### ***Character traits.***

***Draco Malfoy.*** As mentioned above, Draco is proud of the fact that he comes from an old wizarding family, whose all members belonged to the students of Slytherin. As Fenske (2008) points out, Draco turns out to be quite a mediocre student. (p.196) However, since the first potion lesson at Hogwarts he becomes the only favourite of professor Snape, whom all the other students are afraid of. All these facts seem to be the reason why Draco considers oneself to be superior to other students. He is cruel, arrogant and thrives on humiliating people who are of other beliefs, or who have less money.

Among other things, these character traits are particularly evident in the following situations. First, when Draco meets Harry and Ron in the train to Hogwarts, and later on when he meets Ron together with Hermione and Neville at the Quidditch match. (Fenske,2008,p.193) When meeting Harry and Ron in the train for the first time, Draco remarks: “My father told me all the Weasleys have red hair, freckles, and more children than they can afford. [...] You’ll soon find out some wizarding families are much better than others, Potter. You don’t want to go making friends with the wrong sort. I can help you there.” (Rowling,2000,p.120) During the Quidditch match, he says: “You know how I think they choose people for the Gryffindor team? [...] It’s people they feel sorry for. See, there’s Potter, who’s got no parents, then there’s the Weasleys, who’ve got no money – you should be on the team, Longbottom, you’ve got no brains.” (Rowling, 2000, p.241)

Draco can be also characterized as a plotter. This character trait shows itself immediately in chapter five, when Draco tells Harry about his plans to smuggle a broomstick to Hogwarts, although both Draco and Harry are the first-years, and thus not allowed to have their own broomsticks. (Fenske, 2008, p.193) Further, Draco proves to be a plotter in chapter nine when inviting Harry to wizard’s duel. He is angry that Harry was not punished for flying broomstick in the absence of teacher, which is forbidden. In retaliation for this, he invites Harry to wizard’s duel at midnight that day, but it turns out to be a trap, because Draco does not come. He only wants Harry to be caught by Mr. Filch, because it is not allowed to wander around the school at night. Fortunately, his plots finally fell through. (Rowling, 2000, p.167-177) Based on this fact, Draco can be further described as a vindictive, envious person.

*Ethel in comparison with Draco.* Concerning study results, Draco and Ethel differ from each other remarkably. As Murphy often points out, Ethel Hallow is a model student who knows all spells, and flies broomstick excellently. When describing the atmosphere before the potion test, Murphy (2011) states that “the girls were filling into the potion lab, each hoping she had learned the right spell, except for Ethel, who knew everything and never worried about such matters.”(p.39) In the next chapter, the author mentions that Ethel answered the question of Miss Hardbroom ‘word-perfect as always.’(p.57) For this reason, Ethel is the pet of her form-mistress. There is an interesting parallel between Draco and Ethel - both of them are favourites of those teachers who other students are afraid of.

Ethel is well-aware of her position at school, and she is cruel and arrogant to her classmates in the same way as Draco. When noticing the fact that Mildred's kitten has not succeed in flying broomstick yet, she mocks Mildred: "I think Miss Cackle gave you that cat on purpose. [...] You're both as bad as each other." (Murphy,2011,p.30) After Mildred arguing that the kitten will learn it in time, she continues: "Like you did?" [...] 'Wasn't it last week that you crashed into the dustbins?" (p.30)

Further, Ethel is exactly the same plotter as Draco. She cannot forgive Mildred that she turned her into a pig a couple of days before. So, when asked to lend Mildred her spare broomstick for the Halloween display, she does not hesitate to revenge herself. She lends Mildred a bewitched broomstick, which causes Mildred's fall at the display, and thus the shame of the whole Academy. Based on the facts mentioned above, it is possible to notice that Ethel's way of thinking is similar to the one of Draco. The trap that Ethel set for Mildred resembles the one that Draco set for Harry when inviting him for a wizard's duel. Vindictiveness and envy are other common character features of Draco and Ethel.

#### **Albus Dumbledore vs. Miss Cackle**

*Origin, physical appearance.* Both Albus Dumbledore and Miss Cackle are in charge of their educational institutions. Dumbledore is the headmaster of Hogwarts, while Miss Cackle is the headmistress of her Academy. Just as Dumbledore has got his rival in Voldemort, who would like to return to power and to take control over Hogwarts, Miss Cackle has got her rival in her wicked sister Agatha, who would like to take control over the Academy.

There is not a single reference either to Dumbledore's or Miss Cackle's origin in the works. Concerning physical appearance, Rowling (2000) describes Dumbledore in the following way: "He was tall, thin, and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice." (p.15)

By contrast, Murphy (2011) describes her Miss Cackle as “small and very fat, with short grey hair and green horn-rimmed glasses which she usually wore pushed up on top of her head.” (p.45) Further, she depicts her as ‘being absent-minded in appearance’ in contrast to Miss Hardbroom. (p.45)

### *Character traits*

*Albus Dumbledore.* Albus Dumbledore is an extremely talented wizard. As mentioned in chapter six, he is “considered by many the greatest wizard of modern times.” (Rowling, 2000, p.114) When talking with Harry, Percy Weasley describes Dumbledore as ‘a genius’ and ‘the best wizard in the world’. (Rowling, 2000,p.135) There is one more fact that confirms his extraordinary abilities – Dumbledore is the only person Voldemort is afraid of. Dumbledore’s main aim is to prevent Voldemort from returning to power, and thus from taking control over Hogwarts.

Dumbledore symbolizes Harry’s father figure in the novel. He possesses all the characteristic features of an ideal father: he is wise, good-natured, unselfish, and able to understand and to forgive. In Harry’s world, he represents the highest moral authority. Dumbledore is more than just Harry’s mentor. Whether intentionally or not, he has got big influence on Harry’s behaviour. He also symbolizes a sense of safety for Harry – wherever he appears, Harry can feel safe. (Grimes, 2004,p.95; Fenske, 2008,pp. 212-213) In chapter thirteen, Harry is worried about the fact that Snape is going to referee the next Quidditch match. However, after finding out that Dumbledore comes to watch the game, Harry feels a big relief. He is sure that there is no possibility how Snape could hurt him in the presence of Dumbledore. (Rowling, 2000, p. 240)

Dumbledore also presents a paragon of a great teacher. He is kind, gentle, energetic, trusting and trusted; experienced and patient. He is courageous, and teaches his students to be courageous as well. It is Dumbledore who teaches Harry to always call Voldemort by his real name. He is always friendly to his students. He loves being a teacher, and his students’ well-being is the most important thing to him. (Birch,2009,p.113; Fenske,2008,p.211) Among other things, Dumbledore proves his friendliness and his interest in the students in chapter seven, at the end of the Sorting Ceremony.

Rowling (2000) describes his behaviour as follows: “He was beaming at the students, his arms opened wide, as if nothing could have pleased him more than to see them all there.” (p.135) It is Dumbledore’s great, impressive personality what makes him a positive - even heroic - representation of a teacher. (Birch, 2009, p.114)

Dumbledore’s attitude to life is positive but realistic. Without doubts, obeying rules is important to him. However, breaking them is possible provided that the rules are in conflict with some higher, more important principles. (Fenske, 2008, p.213) Having learnt about Harry’s extraordinary talent for Quidditch, he allowed him to play it for Gryffindor, although it was in contradiction to Hogwarts’ rules. What is more important, Dumbledore seemed to know that Harry with his friends was trying to find out what was hidden on the third corridor. But instead of punishing them, he provided them with necessary knowledge, and let them try. (Rowling, 2000, pp.324-325)

*Miss Cackle in comparison with Dumbledore.* Concerning Miss Cackle’s character, she is both gentle and kind just like Dumbledore. The friendly attitude and interest in the students is another character trait which they have in common. Murphy (2011) states literally that Miss Cackle was always “friendly and pleased to see a pupil in her office.” (p.46) She also presents a paragon of a great teacher. She has a natural authority by her pupils, which is caused by her friendly attitude. As Murphy mentions, her friendly behaviour “made them [pupils] feel embarrassed if they had something unpleasant to tell her, as Mildred nearly always had.” (p.46) After having another interview with Miss Cackle, Mildred comments on it: “She’s nice really. [...] Just told me all the usual things. She hates telling people off. I’ll have to try to be better from now on.” (pp. 50-51)

There is one more character feature common for both Dumbledore and Miss Cackle – the attitude to the rules. Miss Cackle is also able to put the rules aside provided that a pupil has achieved something what overshadows the rule-breaking. In chapter nine, in view of what Mildred has done for the Academy, she does not punish her for wandering outside at the time she was supposed to be in bed. Instead, she arranges a meeting in the Great Hall where she praises Mildred for her deeds, and proclaims a half day holiday in her honour. (Murphy, 2011, pp.94-104) In this case, she also proves her forgiving and understanding nature – another character feature shared with Dumbledore.

## **Severus Snape vs. Miss Hardbroom**

*Origin, physical appearance.* Severus Snape is a potion teacher at Hogwarts and the Head of Slytherin house, while Miss Hardbroom is a potion teacher at the Academy and Mildred's form-mistress. Both Snape and Miss Hardbroom represent a stereotype of an unpleasant teacher at the particular institution. Neither Rowling nor Murphy gives the reader any information about the origin of these characters.

Birch (2009) characterizes Snape's appearance as "unpleasant", and states that it corresponds with his bad character as well as with his negative attitude to students. To prove her statement, she points out Rowling's description of Snape at the start-of-term banquet, and then later on at the potions lesson. (p.111) Rowling (2000) describes Snape as "a teacher with greasy black hair, a hooked nose and sallow skin." (p.138) Later on, she mentions that his eyes "were black like Hagrid's, but they had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels." (p.150) By contrast, Murphy (2011) describes Miss Hardbroom as "a tall, terrifying lady with a sharp, bony face and black hair scragged back into such a tight knot that her forehead looked quite stretched." (p.14-15) Although there is no real similarity in physical appearance, it is possible to state that Miss Hardbroom's appearance corresponds with her bad character and her attitude to students in the same way as in case of Snape.

However, Pinsent (2004) suggests that there is a certain similarity in their physical actions and features. When describing Snape's physical actions and features, she mentions many examples taken from the novel "Harry Potter and the Prisoner of Azkaban". (p.38) However, it is possible to find similar ones in "Harry Potter and the Philosopher's Stone". In the course of the story, it is inevitable to notice that Snape has got 'cold and empty eyes', 'gives a swift piercing look', 'snaps' and 'snarls' at students. (Rowling, 2000, pp.150,193,151-2) These physical actions and features are similar to those of Miss Hardbroom, who gives 'a frosty glare', 'looks round piercingly', 'snaps' and 'barks' at students. (Murphy, 2011, pp. 57, 55, 42, 39)



### *Character Traits*

*Severus Snape.* Professor Snape is the most ambivalent character in the Harry Potter series until its very end. For the whole time, Rowling makes her readers doubt his loyalty to Dumbledore. At the end of the first novel, the ambivalence of Snape's character remains unsolved. On one hand Snape is presented as a villain and a mortal enemy of Harry. On the other hand he is the one who saves Harry during the Quidditch match. (Fenske, 2008, p.225)

Definitely, Snape possesses all the character traits typical for a villain. He is coldly accurate, unjust, and often acts arbitrary and irrationally. The way how he treats Harry in the first Potions lesson serves as one of many examples of such action. From the very start of the lesson, he favours Draco, while he is biased against Harry, Ron and Hermione. Finally, he unjustly accuses Harry of an accident in the laboratory, which has been clearly caused by Neville. Further, Snape can be characterized as aggressive, cruel, sneaky and malicious. (Fenske, 2008, pp.228-9) His sneaky and malicious character is clearly shown in the novel. For instance, he does not hesitate to make up an absurd rule just to be able to punish Harry. Another time, he catches Ron fighting with Malfoy, and deducts five points from Gryffindor score despite Hagrid's statement about Malfoy's guilt. (Rowling, 2000, p.197, 212) Among other things, Rowling mentions Snape's cruelty when describing Potions lessons as 'a sort of weekly torture'. (p.239)

On the other hand Snape has proved braveness when he prevented Quirrell from killing Harry at the Quidditch match, and then he decided to referee the next one in order to protect Harry. In the course of the novel, Snape presents a stereotypical, flat character which turns out to be interesting as soon as the reader finds out that his "surface does not reflect his inside". (Fenske, 2008, p.229)

*Miss Hardbroom in comparison with Snape.* When comparing Snape's character traits with those of Miss Hardbroom, it is possible to state that the cold accuracy is one of the common ones. To Miss Hardbroom, there is nothing more important than obeying rules in each case. For instance, the night before the presentation of the kittens, she catches Maud talking with Mildred in her room. Instead of showing a little understanding, she tells them off, and sends Maud into her room. At the end of the story, she does not agree with

cancelling Mildred's interview, and insists on Mildred explaining to her why she was wandering outside when she was supposed to be in bed. (Murphy, 2011,p.15, 95)

Unlike Snape, Miss Hardbroom cannot be characterized as an unjust person. As mentioned above, she likes Ethel as the best student in her class. However, she does not hesitate to be unpleasant to her when discovering Ethel's miserly nature. When she finally finds out that it was Ethel who caused the team's failure at the display, she becomes angry with her. (Murphy, 2011,p.59, 102) Concerning justice, Miss Hardbroom's behaviour contrasts strongly with the one of Snape favouring Draco under any circumstances. In the whole story, there is no mention about her arbitrary or irrational behaviour.

Further, Miss Hardbroom's behaviour can be described neither as aggressive nor as cruel or sneaky. Nevertheless, she can be characterized as malicious at the moment when she makes Mildred explain her wandering in the forest. When Mildred states that she was out for a walk, Miss Hardbroom reacts in the following way: "Such devotion to the school! [...] Taking your spell book with you wherever you go. I expect you were also singing the school song as you rambled along, weren't you my dear?" (Murphy,2011,p.95)

Generally, Miss Hardbroom can be characterized as caustic rather than really malicious. There are many her utterances mentioned in the story which clearly proves such characteristics. In chapter two, she catches Mildred flying her broomstick with her kitten hidden in the satchel. She comments on it: 'Mildred, my dear, possibly it would be even easier with handlebars and a saddle.' (Murphy,2011,p.26) In chapter three, Mildred turns her enemy Ethel into a pig. Suddenly, Miss Hardbroom enters the room and as she has no idea that the pig is one of her students, she asks Mildred to let it out. When Mildred asks her, whether she could keep it as a pet, she answers: "I think you have quite enough trouble coping with yourself and that kitten without adding a pig to your worries." (p.33) When she realizes what really happened, she just remarks icily: "I am glad to know that you have at least learned *one* thing since you came here." (p.34) When taking a test in potion in chapter four, Mildred and her friend Maud are the only ones who have made a wrong potion. When Mildred admits miserably that it was her fault, Miss Hardbroom reacts sourly: "That I do no doubt." (p.43)

At the very end of the story, Miss Hardbroom turns out to be as ambivalent character as Snape. After the meeting in the Great Hall, she stops Mildred to thank her for saving the Academy, and to wish her a nice holiday. Mildred comments on it: "I think she probably isn't as mean as we think she is." (Murphy, 2011,p.106) Exactly as in case of Snape, a reader cannot be sure what to think about Miss Hardbroom after reading the book.

**Conclusion.** In this section of the thesis, selected characters of both works were compared with respect to their origin, physical appearance and character traits. Concerning origin or physical appearance, there are no similarities between the characters. However, there is a certain similarity in physical actions and features of professor Snape and Miss Hardbroom reflecting their character. On the other hand, there are a lot of similarities found between characters concerning character traits. Among other things, Harry and Mildred share braveness, fairness, loyalty and lack of confidence. Both Draco and Ethel can be characterized as cruel, arrogant plotters differing from each other only in study results. Further, common character traits of Dumbledore and Miss Cackle are gentleness, kindness and friendliness. Finally, both professor Snape and Miss Hardbroom are coldly accurate and malicious characters. However, Miss Hardbroom's behaviour cannot be characterized as unjust or irrational as in case of Snape.

## **Plot**

In this chapter, the plot structure as well as the plot itself will be compared and discussed. There have been three features found in the plot which are common for both works. Thus, these features will be further analyzed.

**Plot structure.** Concerning plot structure, there is a significant difference between both literary works. 'The Worst Witch' consists of single episodes, whose common theme is Mildred's lack of competence. Her mistakes serve as the source of many funny situations. In contrast, the main plot of Harry Potter series is the overall question of struggle between good and evil. The main protagonist is on a quest, whose aim in the first novel of the series is to protect the Philosopher's Stone. (Pinsent, 2004, p. 39; Nel, 2003, p.37)

Regarding Harry Potter, each volume of the series has its own main plot. Additionally, the central plot about Voldemort's disappearance and return is common for the whole series. Besides, there are many sub-plots placed around the main one. Some of them are closely connected with the main plot, while the others have no relation to it. There are also the sub-plots, whose only aim is to entertain the reader, such as the story about the dragon Norbert mentioned in chapter fourteen. (Fenske, 2008, p.71-72)

Each book of the series describes events of one school year beginning on 1<sup>st</sup> September and ending on 30<sup>th</sup> June of the following year. Concerning 'Philosopher's Stone', there are two turning points in the course of the year, namely Halloween and Christmas. On Halloween, Harry together with Ron kills the troll in order to save Hermione, and it is exactly on Christmas Day when he sees his parents in the Mirror of Erised for the first time. With respect to the whole series, it is possible to state that the plot begins and ends in summer every time. However, the situation at the end of the term differs significantly from the one at the beginning. Each time, the overall situation has become more complicated, Harry has changed in consequence of events that he has experienced, and the reader has learnt more about Voldemort's intrigues. (Fenske, 2008,p.76) "So the basic structure of the plot is a cycle, with its beginning being changed at each rotation. Suman Gupta calls this technique 'elaboration' " (Fenske, 2008,p.76)

**Plot itself.** Comparing the plot itself, it is possible to claim that there are three common features. Firstly, it is the potion lesson included in ‘Harry Potter’ as well as in ‘The Worst Witch’. Secondly, it is the event when the antagonist tries to throw the protagonist off the broomstick, which is also possible to find in both works. Finally, it is the ending of both of them. The common features are further analyzed below.

**Feature 1: Potion lessons.** Potion lessons are taught both at the Academy and Hogwarts. The potion lesson as described by Rowling in chapter eight is very similar to the one described by Murphy in chapter four. In Murphy’s book, Mildred together with her classmates takes a potion test. Mildred works with Maud, but unfortunately neither of them knows the right spell to make a laughter potion. So everybody has made the potion right except of Mildred and Maud, who have made the invisibility potion instead. (Murphy, 2011,pp.39-42) “The similarity between this and the many instances of Harry and Ron (not to mention Neville) making the wrong concoction in Snape’s potions lessons seems almost beyond coincidence; an instance is where Neville adds porcupine quills at the wrong time and breaks out in boils.” (Pinsent, 2004,p.39) The instance mentioned by Pinsent refers to chapter eight, where Harry and his classmates are asked to make a potion to cure boils. Unfortunately, Neville causes an accident in the lab as he adds porcupine quills to the cauldron before taking it off the fire, which leads to its melting. The potion spills out of the cauldron and hurts Neville, who has to be immediately taken to the hospital wing. (Rowling, 2000, p.152)

The main idea of both episodes described above is the same – a wrong potion-making procedure leads to the failure. Besides, it is possible to notice the following similarity: while the protagonists and/or their friends fail in the lesson, the antagonists excel. In case of ‘The Worst Witch’, it is Ethel who makes the best potion of all, whereas in case of the ‘Philosopher’s Stone’ it is Malfoy who is praised by Snape for being exceptionally successful.

**Feature 2: Broomstick event.** As the second common feature of both works can be marked the event during which the antagonist tries to throw the protagonist off the broomstick. In chapter six, Murphy tells about the display organized at the occasion of Halloween, where Mildred together with her classmates is supposed to present a broomstick formation team. The day before, Miss Hardbroom asks Ethel to lend Mildred her spare broomstick as Mildred's one is broken. Ethel does so, however, she secretly casts a spell on it. Later at the display, just in the middle of the performance, Mildred feels that something wrong happens with her broomstick. Finally, she falls off it, thereby ruining the whole performance. (Murphy, 2011, pp.59, 67-70)

In chapter eleven, Harry takes part in his first Quidditch match as a Seeker. In the middle of the match, he suddenly feels that something is wrong with his broomstick, and at the next moment he totally loses control over it. Hermione, persuaded that it is Snape who is jinxing Harry's broom, runs to save him. On her way, she accidentally knocks professor Quirrell, the one who is actually trying to throw Harry down, and thus she breaks his eye contact with Harry. At the moment, Harry is able to handle the broomstick again, and he lands having the Snitch in his mouth. (Rowling, 2000, pp. 205-207)

When comparing the two episodes described above, it is possible to state that both of them have a common basic idea. In both of them, the antagonist seeks to hurt the protagonist by throwing him/her off the broomstick. The only difference is in how it finally turns out. While Mildred's fall brings a big shame on the whole Academy, Harry's ability to take over his broomstick brings victory to Gryffindor.

Regarding the way of how the key moments are depicted in both works, it is possible to claim that the depictions are very similar. Murphy (2011) depicts the moment of Mildred's unsuccessful fight with the broom as follows: "It (the broom) started to rock about, and seemed to be trying to throw her off balance. [...] The broomstick gave a violent kick like a bucking bronco and she fell off, grabbing at Maud as she fell." (p. 67-68) Rowling (2000) describes the similar moment in these words: "His broom gave a sudden, frightening lurch. For a split second, he thought he was going to fall. He gripped the broom with both his hands and knees. [...] It was as though the broom was trying to buck him off. [...] He realised that his broom was completely out of his control. He couldn't turn it. He couldn't direct it at all."(p.205)

**Feature 3: The ending.** The third similar feature found in both work is that the protagonists finally save that particular school from its enemies. Mildred saves her school in the way that she prevents a group of witches from taking over the Academy. Being on the run, she chances on the group planning attack on the Academy. Mildred succeeds in turning all the witches into snails, puts them into a box, and hands in the box to Miss Cackle. The witches are finally forced to admit their defeat. After that, Miss Cackle calls a meeting in the Great Hall, where she praises Mildred for saving the Academy, and announces a half holiday in her honour. (Murphy, 2011,p.78, 82-5, 104)

In contrast, Harry Potter saves Hogwarts when preventing Voldemort from seizing the Philosopher's Stone. Voldemort is the main villain of the story, who temporarily lives in professor Quirrell's body. He longs for the Stone as he wants to create his own body by means of the Elixir of Life. If he comes to power, he will either destroy Hogwarts or turn them into a school for the Dark Arts. Harry, aware of this fact, sets out to protect the Stone. After a long fight with Voldemort, he finally wins, saves the school, and averts Voldemort's return to power. At the traditional ceremony organized at the end of the year, Harry is praised for his courage, and given 60 points which help Gryffindor to win the House Cup. (Rowling, 2000, pp.291, 311-8, 328)

When comparing the endings of both works, it is possible to state that the basic idea is the same – the hero has defeated the villain, and thus he or she has saved the school. However, it is possible to find one significant difference between both works. In case of Harry Potter, the secret of the Philosopher's Stone presents the main theme of the whole work. Step by step, Harry reveals the secret preparing himself for the final duel with Voldemort. The main plot is the overall question of struggle between good and evil that finally culminates in the duel. In contrast, 'The Worst Witch' consists of several episodes. Within one of them, Mildred accidentally meets the group of witches, and reacts spontaneously in that particular situation.

### **III. METHOD**

The chapter provides detailed information about the research, namely about research questions, participants, tools used for gathering data, procedure as well as about assumptions made at the beginning of the research. The research was carried out at Secondary Medical School in Pilsen during my teaching practice from 3<sup>th</sup> February till 27<sup>th</sup> February 2014. The research consists of two parts. To make it clear, the first part will be further referred to as ‘Research 1’, while the second part will be referred to as ‘Research 2’. Concerning methods, both of them will be described separately.

#### **Research 1**

There were two aims set for Research 1. The first aim was to find out how many students know the work ‘Harry Potter and the Philosopher’s Stone’ written by J.K. Rowling, and how many students know the work ‘The Worst Witch’ written by Jill Murphy. The fact whether students have familiarized themselves with the original version of the work or with its Czech translation was not taken into account. The second aim of the research was to find out how many students know the author of both ‘Harry Potter and the Philosopher’s Stone’ and ‘The Worst Witch’.

The research was carried out at SZZ in Pilsen in time period from 3<sup>th</sup> to 28<sup>th</sup> February 2014. 86 students at the age from 16 to 20 took part in the research. The youngest participants were in their second grade, while the oldest ones were in their fourth grade. Their level of proficiency varied between lower intermediate and intermediate. Concerning research tools, I have used a questionnaire. (Appendix 1) The questionnaire contained six close-ended and two open-ended questions concerning the familiarity with both authors and their works. Additionally, students were asked to state date, class, age and gender.

The questionnaire was set in eight classes. In each class, the procedure was the same. Firstly, students were briefly informed about the research as well as about the aims of the questionnaires. Secondly, they were given questionnaires, and asked not to start filling it yet. Thirdly, one student was always asked to read loud the question, and another one was asked to translate it. Thanks to this procedure, all students understood all questions properly. Finally, they were asked to fill in the questionnaire, and encouraged to ask, whenever they would come across something what was not clear. The time set for filling in the questionnaires was not limited. However, the approximate time necessary for



their completing was ten minutes. At the very end of the process, the questionnaires were picked and evaluated.

There were no problems assumed with the completing of the questionnaires as their structure was clear, and the questions were formulated in an understandable way with regard to respondents' level of language proficiency. Nevertheless, there was Czech meaning of the phrase 'in case that' stated in the questionnaires, as it was assumed that it might be unknown for the students. Further, English names of both literary works were supplied with their Czech equivalents, because they were considered to be crucial and must not have been misunderstood.

## **Research 2**

The aim of Research 2 was to find out what students like and dislike about the main protagonists of both pieces of work – Harry Potter and Mildred Hubble. The research has been carried out in class 2 LAA consisting of nine students. Out of nine students, there were eight girls and one boy. The age of the students was between 16 and 17 years. Their level of proficiency was lower intermediate. Concerning research tools, I have made an experiment laid out into three 45-minute lessons. The lessons are described in detail below.

### **Lesson 1**

Lesson 1 took place in class 2 LAA on 18<sup>th</sup> February 2014. The aim of the lesson was to read three short extracts from the book 'Harry Potter and The Philosopher's Stone', and to discuss character traits of Harry Potter following from these extracts. Concerning materials, there were worksheets and Czech-English dictionaries used in the lesson. The worksheet contained three extracts taken from the book. Each extract was provided with a list of vocabulary as well as with some questions. (Appendix 2)

The procedure of the lesson was as follows. At the beginning of the lesson, each student was given a worksheet as well as a dictionary. Before reading the extracts, I wanted to activate their present knowledge of the book by asking them questions placed in the section 'Background Knowledge' on the worksheets. By means of this activity, basic information necessary for the understanding of the extracts were summarized.

Then, students read the extracts loud one after another. After reading of each extract, students were asked whether they understood it well or not. In case they claimed that they understood the extract well, they were asked a couple of questions placed in the

section 'Comprehension Tasks' on the worksheets. In case that they did not understand the extract properly, the comprehension tasks were skipped, and the extract was translated into Czech. Finally, the question 'Based on the extract, what would you say about Harry's character?' was discussed with the students. In case that they were not sure how to answer the question, they were asked to look at the set of questions called 'Consider This', whose aim was to help students to find answers to the main question.

Before starting the experiment, I wanted to find out whether the students are familiar with 'Harry Potter and the Philosopher's Stone' or not, so I asked them to complete the questionnaires used for the Research 1. As the results showed, all nine students knew the author of Harry Potter series. Out of nine students there were three of them who had seen the movie, and six of them who had both read the book and seen the movie. It means that there was no student in the class who did not know the piece of work at all. For this reason, I did not have to provide them with any additional information about the book. For the experiment, such extracts has been chosen which clearly show some of the character traits of Harry Potter. Concerning language level, the extracts were slightly above students' level of proficiency. However, I assume that the fact that all the students are already familiar with the setting, characters, as well as with the plot of the story will help them to understand it better. For each case, I supplied each extract with a list of English words together with their Czech equivalents. There were only the words involved in the list, which could be difficult to understand for low intermediate level of proficiency.

## **Lesson 2**

Lesson 2 took place on in class 2 LAA on 20<sup>th</sup> February 2014. Its aim was to read three short extracts from the book ‘The Worst Witch’, and to discuss some character traits of Mildred Hubble. Regarding materials, students used worksheets and Czech-English dictionaries. As well as in case of Lesson 1, each worksheet included three short extracts from the book ‘The Worst Witch’, some comprehension tasks as well as tasks intended for discussion.(Appendix 3)

To gain objective results, it was necessary to repeat the same procedure, which had been already used in Lesson 1. After giving students worksheets and dictionaries, their present knowledge of the piece of work was activated by means of questions placed in ‘Background knowledge’ section on the worksheets. As soon as students were ready to deal with the extracts, they started reading them loud one after another. Again, after reading of each extract, students were asked whether they understood it well or not. In case that they did understand it well, the reading was followed by answering questions placed in the section ‘Comprehension Tasks’ on the worksheet. In the opposite case, these tasks were skipped, and the extract was translated into Czech with the help of the teacher. Finally, the question ‘Based on the extract, what would you say about Mildred’s character?’ was discussed with the students. Again, if they were not able to answer the question immediately after reading the extract, they were asked to think about questions placed in the section ‘Consider This’ on the worksheets, which should help them to answer the main question.

As well as in case of Harry Potter, I wanted to find out whether the students are familiar with ‘The Worst Witch’ or not. The results of the questionnaires, which had been completed by students before the start of the experiment, are the following. Nobody knew the name of the author. All nine students were familiar with at least one episode of the TV series ‘The Worst Witch’, but there was nobody who had read the book. However, there were no students who did not have any idea about ‘The Worst Witch’ at all, so it was not necessary to provide them with any additional information. The extracts were chosen so that they showed some character feature of Mildred Hubble. The difficulty of the extracts was slightly higher than the one of texts designed for lower intermediate students. Nevertheless, the students were familiar with the setting, characters and the plot of the story, so it was assumed that they would be able to handle it without significant problems. All three extracts were provided with a list of some possibly unknown words together with their Czech translation.

### **Lesson 3**

Lesson 3 took place in class 2 LAA on 20<sup>th</sup> February 2014. Its aim was to gain answers to research question, namely what students like and dislike about both main protagonists. Materials used in the lesson were the following: worksheets (Appendices 4-13) and Czech-English dictionaries. The worksheets consisted of two parts, namely ‘Writing Task 1’ and ‘Writing Task 2’.

Writing Task 1 consists in answering the questions ‘What do you like about Harry Potter?’ and ‘Is there anything you do not like about him?’, while Writing Task 2 consists in answering questions ‘What do you like about Mildred Hubble?’ and ‘Is there anything you do not like about her?’. Additionally, there was a set of questions called ‘Hints’ on the worksheets. These additional questions were designated for those students who would not have known what to write about, and needed a little inspiration.

The procedure of the lesson was as follows. At the beginning of the lesson, each student was given a worksheet containing two writing tasks and a dictionary. Before completing the tasks, one student was asked to read loud the questions, and another one was asked to translate them. Thanks to this procedure, everybody understood all the questions, which was crucial for completing the tasks successfully. Students were instructed that they were asked to answer only questions number 1 and 2 in both parts of the worksheet. They were explained that the additional set of questions called ‘Hints’ should have inspired them, but they did not have to take it into consideration in case they had enough own ideas of what to write. After having been given the instructions, they were allowed to start writing. There was no minimal amount of words set for both writing tasks. However, students were given a time limitation of 35 minutes to complete them. Finally, the worksheets were picked and evaluated.

Taking into account students’ familiarity with both pieces of work as well as two lessons spent with reading extracts from both books, the students were supposed to be able to answer the questions without significant problems. Nevertheless, neither dealing with original literary pieces of work nor discussing character traits of their protagonists belong to common activities made at upper-secondary schools in the second grade. For that reason, I added the writing tasks with various ‘hints’, which should have supported their writing process.

In the chapter, methods used in both parts of the research were described in detail. The chapter includes information about research questions, participants, tools, procedure as well as about assumptions made at the beginning of the research. In the following chapter, results of both research parts will be presented together with relevant commentaries.

## **IV. RESULTS AND COMMENTARIES**

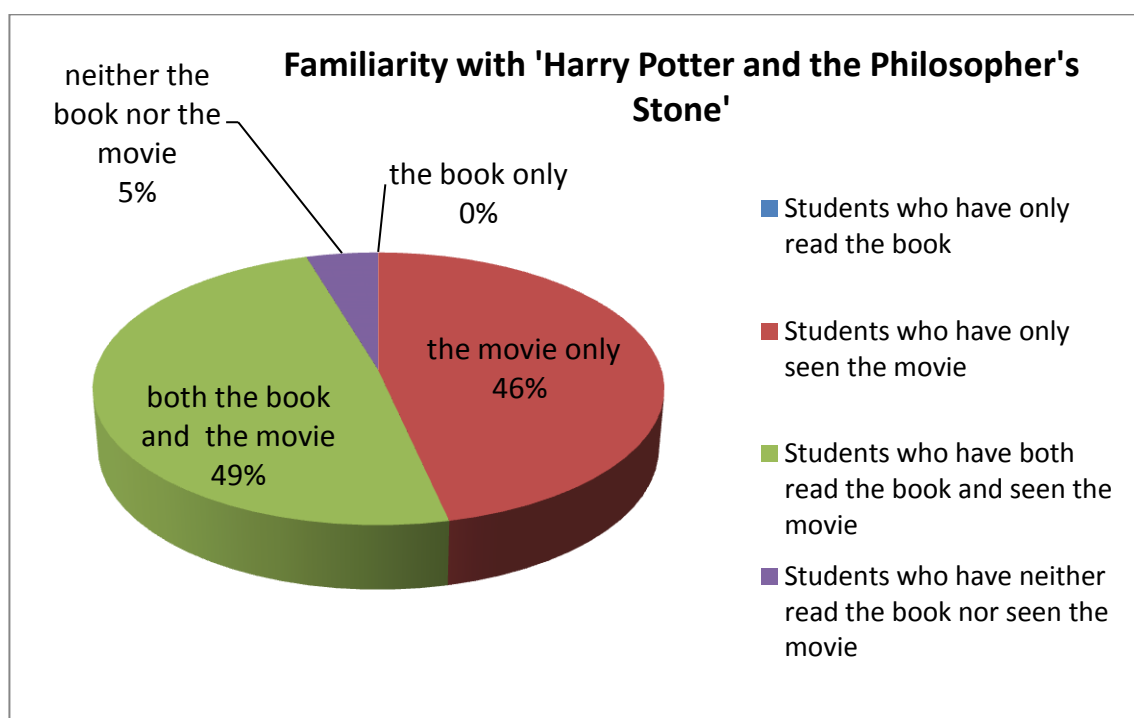
In this chapter, the results of both parts of my research will be introduced. The results of Research 1 will be presented in graphs, while the results of Research 2 will be presented in tables. In addition, the results will be also interpreted in text. The chapter contains not only results themselves, but also relevant commentaries.

### **Research 1**

The first aim of Research 1 was to find out how many students know the work ‘Harry Potter and the Philosopher’s Stone’, and how many students know the work ‘The Worst Witch’. Concerning Harry Potter, the aim was to find out how many students are familiar with the book and/or with its movie version. In case of ‘The Worst Witch’, the aim was to find out how many students are familiar with the book and/or the TV series based on four Murphy’s books about Mildred Hubble. As mentioned in the theoretical part of the thesis, there has been only one movie ‘Harry Potter and the Philosopher’s Stone’ made according to the Rowling’s book, as well as there has been only one TV series made according to the books by Jill Murphy. For this reason, the movie or the TV series needn’t be further specified. Additionally, the fact whether students became familiar with both works in their original versions or in their translation does not play any role for the research. The total number of students taking part in the research was 86. The results are presented in Graph 1 and Graph 2.

The second aim of Research 1 was to find out how many students know the author of the book ‘Harry Potter and the Philosopher’s Stone’, and how many students know the author of the book ‘The Worst Witch’. The results are presented in Graph 3.

**Graph 1**

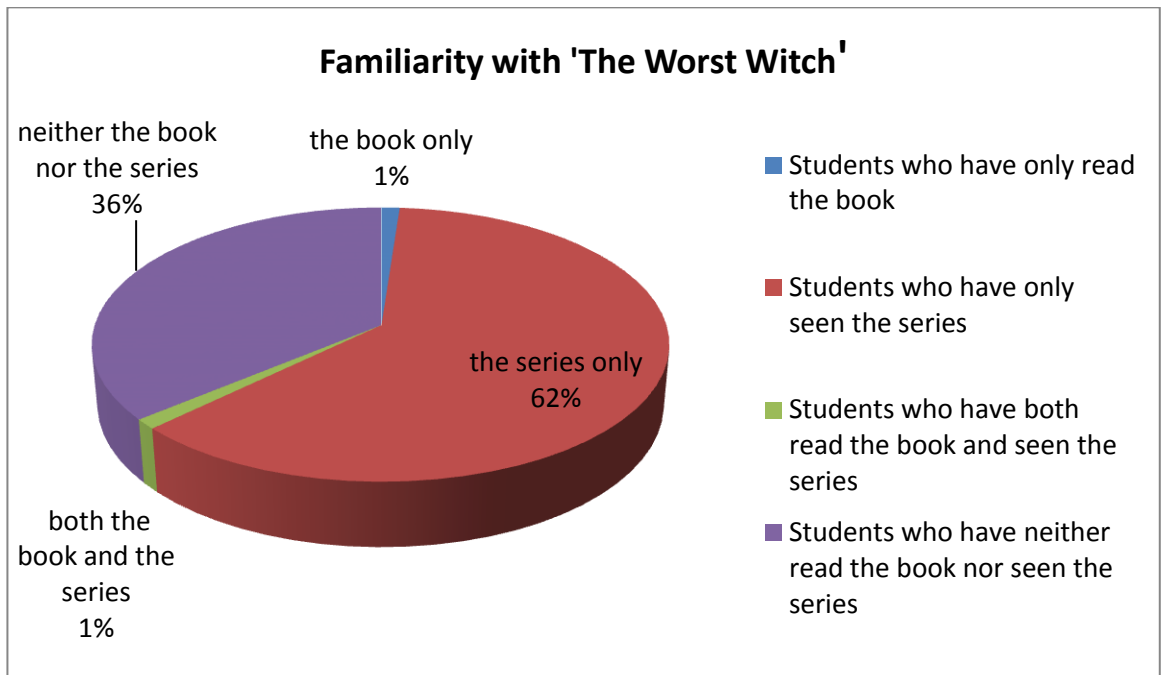


Graph 1 shows the familiarity of students with the work 'Harry Potter and the Philosopher's Stone'. After evaluating the questionnaires, students were divided into four groups. The first group consists of students who have only read the book. The second group consists of students who have only seen the movie. The third group involves students who have both read the book and seen the movie, while the fourth one involves students who have neither read the book nor seen the movie.

As the graph demonstrates, there are no students who have only read the book. There are 46% of students who have only seen the movie. Further, there are 49% of students who have both read the book and seen the movie, while 5% of them have neither read the book nor seen the movie.

When putting students who have only seen the movie with those who have both read the book and seen the movie together, it is possible to state that 95% of students are familiar with the work 'Harry Potter and the Philosopher's Stone'. Further, it is interesting to notice that there are no students who have only read the book; it means that if the student has read the book, then he or she has also seen the movie.

**Graph 2**



Graph 2 shows the familiarity of students with the work ‘The Worst Witch’. Students were divided into four groups exactly as in Graph 1. It is necessary to point out here that the TV series consists of forty episodes. To make it clear, the question number eight in the questionnaires was formulated in the following way: ‘Have you seen the TV series ‘The Worst Witch?’’. Students were supposed to choose between answers ‘Yes, I have seen at least one episode.’ and ‘No, I haven’t.’ For this reason, all the students who stated that they had seen at least one episode are considered to be ‘the ones who have seen the series’ in our case.

According to the graph, there are 1% of students who have only read the book. Further, there are 62% of students who have only seen the series. 1% of students have both read the book and seen the series, while 36% of them have neither read the book nor seen the series.

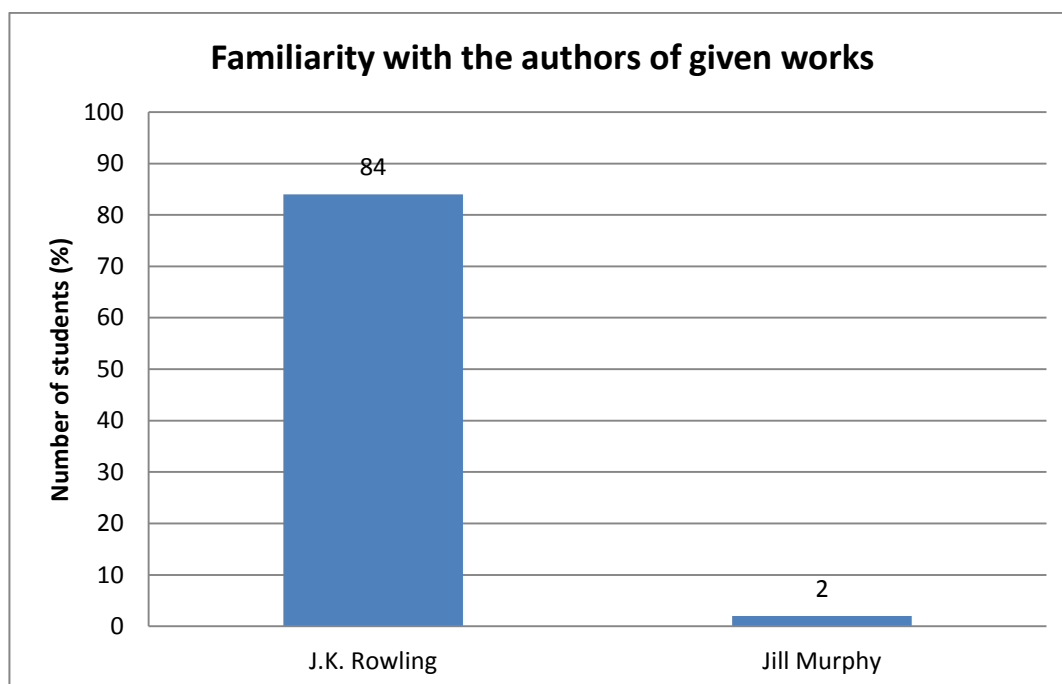
When putting students who have read the book and students who have seen the series together with those have both read the book and seen the series, it is possible to state that there are 64% of students familiar with the given work. However, it is necessary to highlight here that out of 64% there are 62% of them who have only seen the series.



## Comparison of the results

When comparing the overall results, it is possible to state that students' familiarity with 'Harry Potter and the Philosopher's Stone' is higher than with 'The Worst Witch'. 95% of respondents are familiar with 'Harry Potter' – whether with the movie only (46%), or with both the book and the movie (49%). By contrast, only 64% of respondents are familiar with 'The Worst Witch' – whether with the book only (1%), with the series only (62%), or with both of them (1%). It is interesting to notice that the number of students having read the book only is very low in case of both Harry Potter (0%) and The Worst Witch (1%). Finally, there are only 5% of students who are not familiar with 'Harry Potter' at all, which contrasts strongly with 36% of them who are not familiar with 'The Worst Witch'.

**Graph 3**



Graph 3 shows students' knowledge of the authors of both works. According to the results, 84% of students know that 'Harry Potter and the Philosopher's Stone' has been written by J. K. Rowling, while only 2% of them know that 'The Worst Witch' has been written by Jill Murphy. In other words, students' familiarity with the personality of J. K. Rowling is considerably higher than their familiarity with the personality of Jill Murphy.

## **Commentaries to Research 1**

As mentioned above, overall students' familiarity with 'Harry Potter and the Philosopher's Stone' is higher than with 'The Worst Witch'. The results have been probably influenced by the fact that all the respondents were born between 1994 and 1998, which means that all of them have experienced 'Pottermania' starting in late 1990s. Concerning popularity, 'The Worst Witch' cannot compete with 'Harry Potter', whose international promotion was strongly supported by mass media and social networking service. The first Czech translation of 'Harry Potter and the Philosopher's Stone' released in 2000, while the first Czech version of 'The Worst Witch' was published by XYZ publisher in 2009 without any strong promotion. ("Čarodějnice školou povinné", n.d.) On the other hand, the TV series 'The Worst Witch' was broadcasted in Czech Republic already in 2002, i.e. five years before publishing the first Czech translation. ("Česká televize", n.d.) All the facts mentioned above explain why 'Harry Potter' is more famous than 'The Worst Witch' among current Czech students, and why in case of 'The Worst Witch' they are more familiar with the TV series than with the book. Similarly, the huge promotion of Harry Potter at the turn of the millennium may be the reason why most students know the author of Harry Potter, but have no idea about the author of 'The Worst Witch'.

## Research 2

The aim of Research 2<sup>1</sup> was to find out what students like and dislike about the character of both Harry Potter and Mildred Hubble. The total number of students taking part in the research was nine. Students' statements on the character of Harry Potter are presented in Table 1. Analogically, students' statements on the character of Mildred Hubble are presented in Table 2.

**Table 1**

	What I like about Harry Potter	What I do not like about Harry Potter
Student 1	<ul style="list-style-type: none"> <li>- he is worried about his friends</li> <li>- he can sacrifice his life for them</li> <li>- he is very brave and unselfish</li> </ul>	<ul style="list-style-type: none"> <li>-his style of clothing</li> <li>-he is exaggeratedly brave</li> </ul>
Student 2	<ul style="list-style-type: none"> <li>- I like his abilities</li> <li>- he is unselfish, brave, very shrewd and responsible (never forgets about his friends)</li> </ul>	
Student 3	<ul style="list-style-type: none"> <li>- he is unselfish, brave</li> <li>- he fears for his friends</li> </ul>	
Student 4	<ul style="list-style-type: none"> <li>- He always stays calm in many difficult situations</li> <li>- He knows how to react in troubles</li> <li>- He is very clever and brave</li> <li>- He is always considerate to his friends; he will never let someone hurt his friends</li> </ul>	
Student 5	<ul style="list-style-type: none"> <li>- He is really brave, kind, nice to other people and unselfish</li> <li>- His friends are important to him</li> <li>- He is kind-hearted, responsible, clever and shrewd</li> <li>- He is fair to other people</li> </ul>	
Student 6	<ul style="list-style-type: none"> <li>- He is brave and responsible</li> <li>- He is unselfish, shrewd and honest</li> <li>- He is good to his friends</li> </ul>	<ul style="list-style-type: none"> <li>- his conceit</li> </ul>
Student 7	<ul style="list-style-type: none"> <li>- He is friendly; he cares about his friends</li> <li>- He is brave</li> </ul>	-
Student 8	<ul style="list-style-type: none"> <li>- His character, friends and fame</li> <li>- He is unselfish, brave and clever</li> </ul>	<ul style="list-style-type: none"> <li>- glasses</li> </ul>
Student 9	<ul style="list-style-type: none"> <li>- He is friendly</li> <li>- He wants to sacrifice his life for his friends; he tries to protect them</li> <li>- He is brave, shrewd and honest</li> <li>- He is determined to do the right thing</li> </ul>	

<sup>1</sup>Students' statements have been revised and corrected when necessary. All the original statements are to be found in chapter Appendices.

As shown in Table 1, eight out of nine students stated that they liked Harry's loyalty to his friends. For instance, Student 4 liked that 'he's always considerate to his friends. He will never let someone to hurt his friends.' (see Appendix 4) Student 5 stated that she liked how 'important friends are to him', while Student 1 liked that 'he would sacrifice his life for them, if they were in trouble'.(see Appendices 5,6) Finally, Student 9 liked that 'he tries to protect his friends.' (see Appendix 7) Eight students liked his braveness. Student 1 admitted Harry's bravery, however, she found it 'exaggerated'. Six students liked his unselfishness. Student 1 commented on it as follows: 'He is very brave and unselfish, because what he does, I would never do it'. (see Appendix 6) Four students liked his shrewdness, and three students liked his cleverness. Three students liked his sense of responsibility. Student 2 stated the following: 'I think his behaviour in hard situations is very responsible, because he never forgets about his friends.' (see Appendix 8) Two students liked Harry's honesty.

Further, there are students' opinions which have been mentioned only once. Among other things, Student 4 stated the following: 'I like that Harry always stays calm in many difficult situations. He knows how to react in troubles.' (see Appendix 4)

Student 9 stated: 'I like that in different situations he is brave, shrewd, honest and determined. He is mainly determined to do the right thing.' Student 5 liked that 'he is kind-hearted' and 'fair to other people.'

There are a few things that students do not like about Harry. Except of the fact, that he is exaggeratedly brave, Student 1 does not like his style of clothing. Student 6 does not like his conceit, while Student 8 does not like his glasses.

**Table 2**

	What I like about Mildred Hubble	What I do not like about Mildred Hubble
Student 1	- She is very good to her friends	
Student 2	- She is funny	
Student 3	- She is friendly and kind to her friend	Her clumsiness
Student 4	- She is selfless and she likes her friends	She doubts herself She is anxious
Student 5	- She is friendly, brave and nice to other people - She is helpful, unselfish, kind and optimistic - Friends are important to her	- She is sloppy and clumsy - She is doing problems all the time, but it is not her fault
Student 6	- She is brave, unselfish, honest, friendly and optimistic - She is good to her friends	She is timid, anxious and uncertain
Student 7	- She is clumsy and optimistic - She treats her friend very nicely and she takes care of her	She is very timid and anxious
Student 8	- She is positive - She is a famous witch - She is strange, friendly - She is funny	Her long plaits which she often chewed She's sloppy, careless
Student 9	- She is a witch who is good although she is ridiculous - She is what she is - She supports her friend Maud	

As shown in Table 2, eight out of nine students stated that they liked her loyalty to her friends. For instance, Student 7 stated: 'She treats her friend very nicely, and she takes care of her'. (see Appendix 9) Student 8 stated that she is 'friendly', while Student 5 stated that 'friends are important to her'. Finally, Student 9 stated that she liked how Mildred 'supports her friend Maud.' (see Appendices 10,11,13) Four students liked her being optimistic. Student 7 stated the following: 'I like Mildred Hubble, because she is clumsy and optimistic like me.' Three students liked her being unselfish. Student 4 comments on it: 'She's selfless, and she likes her friends.' (see Appendix 12) Two students liked that she is brave, and other two students liked that she is funny. Two students like her being kind.

Student 5 stated: 'I like that Mildred Hubble is friendly, brave, nice to other people, helpful, unselfish and kind.' There are statements which have been mentioned only once, namely her honesty and clumsiness. One student also likes that Mildred is 'strange'.

Some students added very interesting comments. For instance, Student 7 stated: 'I wouldn't be her friend, because I would be crazy.' Student 9 mentioned: 'I like that she is a witch, who is good, although she is ridiculous. I like that she is what she is.' Further, Student 8 appreciates on Mildred that 'she is a famous witch.' Finally, Student 4 commented on it as follows: 'I don't want to be her friend, because she's often in troubles, and I don't like being in troubles. On the other hand it can be fun sometimes.' (see Appendices 9, 11, 10, 12)

Concerning features that students do not like about Mildred, results are the following: Three students mentioned that they did not like her being anxious. Two students do not like that she is sloppy, while two others do not like that she is timid. For instance, Student 5 mentioned: 'I don't like that she is sloppy, clumsy, and she is doing problems all the time, but it is not her fault.' (see Appendix 13) Clumsiness as a negative feature has been also mentioned by Student 3. Two students stated that they did not like her uncertainty. There are some additional students' comments concerning the given question: Student 8 mentioned that she did not like Mildred's 'long plaits which she often chewed' as well as her 'being careless'. Student 4 expressed herself as follows: 'Mildred is in trouble all the time. She's sloppy and clumsy like me. She doubts herself, she is anxious and unlucky. She is selfless, and she likes her friends.' (see Appendices 10,12)

### **Comparison of the results**

When comparing students' statements on Harry Potter with those made on Mildred Hubble, it is possible to state the following. The most appreciated character trait of Harry Potter is his loyalty to his friends together with his braveness – both these traits have been mentioned by 8 students. Harry's second most appreciated character trait is unselfishness mentioned by 6 students. Finally, Harry's third most appreciated character trait is his shrewdness mentioned by 4 students.

Exactly as in case of Harry, Mildred's most appreciated character trait is loyalty to her friends, which has been mentioned by 8 students. The second most appreciated character trait of Mildred is her optimism mentioned by 4 students. Finally, Mildred's third most appreciated character trait is her unselfishness mentioned by 3 students.

Concerning the least appreciated features of both characters, none has been found which would be common for both Mildred and Harry. In case of Harry Potter, no negative feature has been mentioned more than once, so there is nothing to sum up and to compare. In case of Mildred Hubble, the least appreciated character feature is her anxiety mentioned by 3 out of 9 students.

## **Commentaries to Research 2**

The majority of character traits mentioned by students within their writing tasks correspond with those mentioned in the theoretical part of the thesis, so their occurrence in students' statements was expected. Concerning Harry Potter, the character traits mentioned both in students' statement and in the theoretical part were loyalty to his friends, braveness, unselfishness and cleverness. Additionally, students have stated some character traits which have not been explicitly mentioned in the theoretical part, but they are justifiable – namely sense of responsibility and honesty. Finally, one student has mentioned conceit as a negative character trait of Harry Potter. This character trait has not been mentioned in the theoretical part as there has been no evidence of conceited behaviour found in the book. However, Fenske (2008) states conceit as one of the negative character traits of Harry Potter proving it by quotations of the next books in Harry Potter series. (p.164) As this graduate thesis deals only with the book 'Harry Potter and the Philosopher's Stone', this particular character trait has not been taken into account. Nevertheless, it is possible to assume that the student characterizing Harry as 'conceited' has been influenced by the following books in the series.

Concerning Mildred Hubble, the character traits mentioned both in students' statement and in the theoretical part were loyalty, braveness, unselfishness, clumsiness, carelessness and uncertainty. Further, there has been some character traits mentioned by students which are not involved in the theoretical part, but they are justifiable – namely Mildred's optimistic nature and honesty. What is surprising is the fact how many students have stated that they do not like her being anxious and/or timid. This particular characteristic might be caused by the fact that within Lesson 2 there was Extract 2 read and discussed in class. (see Appendix 3) It was mentioned in class that her behaviour in the situation described in the extract could be characterized as 'anxious' or 'timid'. As follows from the theoretical part, neither anxiety nor timidity belongs among Mildred's character

traits. However, the fact that her behaviour in that particular situation has been described in this way might influence the results.

Concerning Research 1, there were two aim set at the beginning. The first one was to find out students' familiarity with both 'Harry Potter and the Philosopher's Stone' and 'The Worst Witch'. The second one was to find out students' familiarity with authors of given works. After analyzing the results, it is possible to claim that students' familiarity with 'Harry Potter and the Philosopher's Stone' is higher than with 'The Worst Witch'. Similarly, students' familiarity with the author of Harry Potter is significantly higher than with the author of The Worst Witch.

Concerning Research 2, its aim was to find out what students like and dislike about the main protagonists of both works discussed in this graduate thesis. The results have shown the following: what students like most about Harry Potter is his loyalty to his friends together with his braveness followed by his unselfishness and shrewdness. Regarding what students dislike about Harry Potter, there have been just a few features mentioned such as his conceit, clothing style or glasses. In contrast, what students like most about Mildred Hubble is her loyalty to the friends, followed by her optimism and unselfishness. What students like least about Mildred is her anxiety followed by timidity and sloppiness.

In this chapter, the results of both part of the research have been presented with respect to the research questions set at its very beginning. Additionally, the results have been supplied with relevant commentaries. In the next chapter, pedagogical implications as well as some limitations of the research will be discussed.



## **V. IMPLICATIONS**

In this chapter, the results of the research will be discussed with respect to what they signify for English language teachers. Further, the limitations and possible weaknesses of the research will be discussed. Finally, possible suggestions for expanding the research will be presented.

### **Pedagogical Implications**

Concerning Research 1, the results have shown that ‘Harry Potter and the Philosopher’s Stone’ is still a current topic among students aged between 16 and 20. There are 95% of students who are familiar with the work, whether with its movie version only (46%), or with both the book and the movie (49%). Based on the results, it is possible to state that when teachers choose ‘Harry Potter’ as a topic for their English lessons at upper-secondary schools, there is a high probability of success. Concerning ‘The Worst Witch’, students’ familiarity with this work is lower – there are 64% of students familiar with this work, however, out of 64% there are 62% who have only seen the TV series, 1% of them have read the book, and 1% have both read the book and seen the series. When reading extracts from ‘The Worst Witch’ with one of the classes, students told me that they had seen the TV series as little children, and it was more difficult for them to remember what the series was about than in case of Harry Potter. Therefore, ‘Harry Potter’ seems to be better choice for English classes at upper-secondary schools than ‘The Worst Witch’.

Concerning Research 2, the results have shown that students are not only able to read literary texts in foreign language, but also to reflect on them provided that both the amount of the text and the language level is adequate to students’ level of proficiency. From psychological point of view, it is worthy of noticing that what students appreciate most on both Harry and Mildred is their friendliness. It implies that friendly attitude is what they also appreciate on other people in a real life, thus on teachers.

### **Limitation of the Research**

Nine students took part in the Research 2, which was appropriate number for discussing literary texts. However, in order to find out general students' opinion on both literary characters, it would be necessary to carry out the research with larger number of students. Further, the results of Research 2 might be influenced by the choice of the extracts discussed in classes. The criterion for the selection was to choose such extracts which both clearly show specific character traits of main protagonists, and are appropriate for the language level of the students. It is assumed that the results could be not completely, but slightly different when choosing other extracts.

### **Suggestions for Further Research**

In case of both Research 1 and 2, it would be possible to carry out the research among higher amount of students in order to gain results which are feasible to generalize. Concerning Research 2, it would be possible to devote to both works more than three 45-minute lessons, so that more extracts or even the whole books were read. Under such conditions, it would be possible to discuss and compare not only the main protagonists, but also other characters presented in both works. Additionally, it would be also possible to discuss and compare settings and plots of both works.

## V. CONCLUSION

In the graduate thesis, two literary works have been analyzed and compared, namely 'Harry Potter and the Philosopher's Stone' by J.K. Rowling, and 'The Worst Witch' by Jill Murphy. To be able to discuss and compare two literary works, it was necessary to introduce first both authors of given works. Further, it was considered important to briefly discuss the environment they set their works in, namely the environment of British public schools. Finally, similarities and differences of both literary works have been presented with respect to the following criteria: setting, characters and plot.

Both literary works dealing with a very similar topic were published in Great Britain at interval of 24 years. Therefore, the aim of Research 1 was to find out and to compare students' familiarity with given works and their authors. As expected, students' overall familiarity with 'Harry Potter' is higher (95%) than with 'The Worst Witch' (64%). Similarly, students' familiarity with J. K. Rowling is significantly higher (84%) than with Jill Murphy (2%). The aim of Research 2 was to find out what students like and dislike about main protagonists of given literary works. When briefly summarizing the results, what students most appreciate on Harry is loyalty to his friends, braveness and unselfishness. Concerning Mildred they like most her loyalty to her friends, optimism and unselfishness. All the results of both research parts are presented in graphs or tables, and provided with interpretation. All materials used during the research are to be found in section 'Appendices'.

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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE

**Answer the questions:**

**1, Have you read the book ‘Harry Potter and the Philosopher’s Stone’? (in Czech *Harry Potter a Kámen mudrců*)**

A, Yes, I have.

B, No, I haven’t.

**2, In case that<sup>1</sup> you have read ‘Harry Potter and the Philosopher’s Stone’: Does it inspire you to read other novels in the *Harry Potter* series?**

A, Yes, it does.

B, No, it doesn’t.

**3, Do you know the author of the book? If yes, write his/her name:**

**4, Have you seen the movie ‘Harry Potter and the Philosopher’s Stone’?**

A, Yes, I have.

B, No, I haven’t.

**5, Have you read the book ‘The Worst Witch’? (in Czech *Čarodějnice školou povinné*)**

A, Yes, I have.

B, No, I haven’t.

**6, In case that<sup>1</sup> you have read ‘The Worst Witch’: Does it inspire you to read other novels in *The Worst Witch* series?**

A, Yes, it does.

B, No, it doesn’t.

**7, Do you know the author of the book? If yes, write his/her name:**

**8, Have you seen the TV series ‘The Worst Witch’?**

A, Yes, I have seen at least one episode.

B, No, I haven’t.

<sup>1</sup>In case that : V případě, že...

HARRY POTTER WORKSHEET<sup>2</sup>

## 1, BACKGROUND KNOWLEDGE

Who is Harry Potter? Does he have a family?

Does he have some friends?

Does he have some enemies? Who's the main villain (padouch)?

What is Harry's main task?

EXTRACT 1 (from Chapter 'Through the Trapdoor': Harry, Ron and Hermione are standing outside the third-floor corridor. The door is half-opened.)

Seeing the door open somehow seemed to impress upon all three of them what was facing them. Underneath the Cloak, Harry turned to the other two.

'If you want to go back, I won't blame you.' he said. 'You can take the Cloak, I won't need it now.'

'Don't be stupid.' said Ron.

'We're coming.' said Hermione.

Harry pushed the door open.

Vocabulary: trapdoor: padací dveře/impress upon sb.- přesvědčit koho o čem/ Cloak: plášť/  
blame: vinit, mít za zlé

## 2, COMPREHENSION TASKS

They are going to get the Stone – What does Harry suggest?

How do his friends react?

## 3, TASKS FOR DISCUSSION

Task: Based on the extract, what would you say about Harry's character?

Harry is:

Consider this: What kind of situation is it? Is it pleasant, funny, dangerous? Is Harry scared? How does he react? What's more important to him – his own safety or the safety of his friends? How would you describe such person?

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<sup>2</sup> All the extracts on this worksheet are taken from Rowling, J.K. (2000). *Harry Potter and the Philosopher's Stone*. London. Bloomsbury.



EXTRACT 2 (from Chapter 'Man with Two Faces', Harry and Quirrell are standing in front of the Mirror of Erised. Quirrell wants to get the Stone, but he doesn't know how to.)

'I don't understand... is the Stone inside the Mirror? Should I break it?'

Harry's mind was  racing .

What I want more than anything else in the world at the moment, he thought, is to find the Stone before Quirrell does. So if I look in the Mirror, I should see myself finding it – which means I'll see where it's hidden! But how can I look without Quirrell realising what I'm up to?

He tried to edge to the left, to get in front of the glass without Quirrell noticing, but the ropes around his ankles were too tight: he tripped and fell over.

[...]

'Come here,' Quirrell repeated. 'Look in the Mirror and tell me what you see.'

Harry walked towards him.

'I must lie,' he thought desperately. 'I must look and lie about what I see, that's all.'

[...]

He saw his reflection, pale and scared-looking at first. But a moment later, the reflection smiled at him. It puts its hands into its pocket and pulled out a blood-red stone. It winked and put the Stone back in its pocket – and as it did so, Harry felt something heavy drop into his real pocket. Somehow – incredibly- he'd got the Stone.

'Well?' said Quirrell impatiently. 'What do you see?'

Harry screwed up his courage.

'I see myself shaking hands with Dumbledore,' he invented. 'I – I've won the House Cup for Gryffindor.' (314)

Vocabulary: race: řítit se, hnát se/rope: provaz/ trip: klopýtnout/desperately: zoufale/  
reflection: odraz, wink: mrkat / drop: dopadnout, spadnout / screw up the courage: sebrat odvahu

#### COMPREHENSION TASKS:

- 1, What does Harry want to do? (He wants to get in front of the Mirror)
- 2, Is he successful? Why not?
- 3, Do you remember how Quirrell knows that he should ask Harry to look in the Mirror and find the Stone? What does Harry decide to do?
- 4, Where is the Stone now? What did Harry say to Quirrell about the Mirror?

TASK: Based on the extract, what would you say about Harry's character?

Harry is:

Consider this: What kind of situation is it? Is it pleasant, dangerous, stressful? Is he scared of Quirrell? How does he react in the situation? Does he panic? Does he react rationally? Is he able to think logically?

EXTRACT 3 (from Chapter 'Man with Two Faces'. Harry meets Voldemort. Voldemort asks Harry to give him the Stone.)

'Now...why don't you give me that Stone in your pocket?'

So he knew. The feeling suddenly surged back into Harry's legs. He stumbled backwards.

'Don't be a fool,' snarled the face. 'Better save your own life and join me... or you'll meet the same end as your parents...They died begging me for mercy...'

'LIAR!' Harry shouted suddenly.

Quirrell was walking backwards at him, so that Voldemort could still see him. The evil face was now smiling.

'How touching...' it hissed. 'I always value bravery... Yes boy, your parents were brave ... I killed your father first and he put up a courageous fight...but your mother needn't have died ...she was trying to protect you...Now give me the Stone, unless you want her to have died in vain.'

'NEVER!'

Vocabulary: snarl – zavrčel/ beg for mercy – prosit o slitování/ hiss- zasyčet/ in vain - nadarmo

#### COMPREHENSION TASKS:

What does Voldemort want from Harry?

What did Voldemort offer Harry?

What did Harry do?

TASK: Based on the extract, what would you say about Harry's character?

Harry is:

Consider the situation: He has the possibility to save his life by giving the Stone to Voldemort. Does he do that? What does it say about his character?

MILDRED HUBBLE WORKSHEET<sup>3</sup>

## BACKGROUND

Who is Mildred Hubble?

Do you know the name of her form-mistress?

Does she have some friends?

Does she have some enemies?

Do you know what she has done for the academy?

## EXTRACT 1 (from Chapter One)

Mildred Hubble was in her first year at the school. She was one of those people who always seem to be in trouble. She didn't exactly mean to break rules and annoy the teachers, but things just seemed to *happen* whenever she was around. **You could rely on Mildred to have her hat on back-to-front or her bootlaces trailing along the floor.** She couldn't walk from one end of a corridor to the other without someone yelling at her, and nearly every night she was writing lines or being kept in (not that there was anywhere to go if you were allowed out). Anyway, she had lots of friends, even if they did keep their distance in the potion laboratory, and her best friend Maud stayed loyally by her through everything, however hair-raising. They made a funny pair, for **Mildred was tall and thin with long plaits which she often chewed absent – mindedly** (another thing she was told off about), while Maud was short and tubby, had round glasses and wore her hair in bunches.

trail bootlaces along the floor: tahat tkaničky po podlaze/ yell: křičet/ potion: lektvar/plaits: copy/ absent – mindedly: roztržitě

Task: Based on the extract, what would you say about Mildred's character?

Consider this:

Is she a well-behaved model student?

Does she mean to break rules and annoy the teachers?

How do we call these people who attract problems wherever they go?

Do the other pupils like her?

Have a look at two highlighted sentences in the text. How would you characterize her based on these sentences?

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<sup>3</sup> All the extracts on this worksheet are taken from Murphy, J.(2011). *The Worst Witch*. London. Puffin.

EXTRACT 2 (from Chapter One. In their first term pupils are presented with black kittens which they train to ride the broomsticks. It is a part of tradition and it is also an important event in life for each witch.)

Everyone was very excited about the presentation, and they had all spent the evening ironing their best robes and pushing the dents out of their best hats. Maud was too excited to sleep, so had sneaked into Mildred's room to talk about it with her friend.

'What are you going to call yours, Maud?' asked Mildred, sleepily.

'Midnight,' said Maud. 'I think it sounds dramatic.'

'I'm worried about the whole thing,' Mildred confessed, chewing the end of her plait. 'I'm sure I'll do something dreadful like treading on its tail, or else it'll take one look at me and leap out of the window. *Something's bound to go wrong.*'

'Don't be silly,' said Maud. 'You know you have a way with animals. And as for treading on its tail, it won't even be on the floor. Miss Cackle hands it to you, and that's all there is to it. So there's nothing to worry about, is there?'

dents: důlky/ sneak: vplížit se/ confess: přiznat/ tread on sth.: šlápnout na něco/ leap out: vyskočit

#### COMPREHENSION TASKS:

Do the pupils find the presentation important?

How does Mildred feel before the presentation?

What does Maud tell her?

TASK: Based on the extract, what would you say about Mildred's character?

Consider this:

How does Mildred feel before the presentation?

Is she scared of? Why?

Do you find her confident or rather uncertain?

Definitely, she is aware of her weaknesses – do they bother her? Is it important to her what teachers and other pupils think about her?

## BACKGROUND

In Chapter 6, Mildred spoilt the performance of her class at Halloween presentation. Nobody but Mildred knew that it wasn't her fault. Ethel enchanted her broomstick so she couldn't handle it well and fell down. Miss Cackle was very angry with her, and asked her to come to her office next afternoon. Mildred was very scared of the interview with the headmistress so she finally decided to leave. She left to a near forest where she met a group of witches planning to attack the academy. Mildred decided to act immediately...

### EXTRACT 3 ( from Chapter 8)

'Dare I?' thought Mildred. 'Dare I turn the whole lot of them into snails?' The kitten looked at her, encouragingly.

'I know it is against the Witches' Code, Tabby,' she said, 'but they don't seem to follow any rules. They were planning to change us into frogs while we were asleep, so I don't see why we shouldn't do the same to them in self-defence.'

[...]

She waved her arms in a circle towards the crowd of witches and muttered the spell under her breath. For a second, nothing happened, and the witches milling round the cauldron continued to chatter and bustle about. Mildred closed her eyes in despair, but when she opened them again everyone had vanished and on the ground was a group of snails of all different shapes and sizes.

'Tabby!' shrieked Mildred. 'I've done it! Look!'

[...]

'I suppose we'll have to take them back to school and tell Miss Cackle, Tab,' she said, suddenly remembering her interview to come at noon. 'Still, we'll have to go back. We can't just leave this lot here, can we?'

dare: smět/ mutter under one's breath: zamumlat pod vously/mill around: motat se, pobíhat/cauldron: kotel/bustle about: být v jednom kole, kmitat

### COMPREHENSION TASKS:

Why did she hesitate to turn the witches into snails?

Did she finally do it?

What did she decide to do with the snails?

TASK: Based on the extract, what would you say about Mildred's character?

Consider this:

Was she able to assess the situation quickly and decide what to do?

Although she knows that she will be punished by the headmistress, she finally decides to go back and to save the academy. What does it say about her character?

## WRITING TASK 1

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Harry Potter?
- 2, Is there anything you do not like about him?

Hints:

Think about how he behaves in different situations. Is there anything in his behaviour what you appreciate? What Harry's qualities/abilities do you like? Is there anything in his character you really don't like?

How does he treat his friends? Would you like to be the friend of Harry Potter? If yes, why?

Can you identify yourself with him in some aspects? Does it make him sympathetic?

1, I like that Harry always stays calm in many difficult situations. He knows how react in troubles. He's very clever and brave. He's always considerate to his friends. He will never let someone to hurt his friends.

I would be like Harry. I always want to be witch or someone with superpowers.

I can't identify myself with him. I am coward and I loses my head in troubles.

## WRITING TASK 1

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Harry Potter?
- 2, Is there anything you do not like about him?

Hints:

Think about how he behaves in different situations. Is there anything in his behaviour what you appreciate? What Harry's qualities/abilities do you like? Is there anything in his character you really don't like?

How does he treat his friends? Would you like to be the friend of Harry Potter? If yes, why?

Can you identify yourself with him in some aspects? Does it make him sympathetic?

*I like that*  
 1) Harry Potter is really brave, kind, nice to other people, unselfish, unkind, friends are important to him. He is kind-hearted, responsible, intelligent, clever, strong.

2) There is nothing I don't like about him.

*His behavior is brave, unselfish.*

*I think he is really good friend & he is fair to other people.*

## WRITING TASK 1

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Harry Potter? *I like actor of Harry Potter.*
- 2, Is there anything you do not like about him? *I don't like his personality. (exaggerated brave)*

Hints:

Think about how he behaves in different situations. Is there anything in his behaviour that you appreciate? What Harry's qualities/abilities do you like? Is there anything in his character you really don't like?

How does he treat his friends? Would you like to be the friend of Harry Potter? If yes, why?

Can you identify yourself with him in some aspects? Does it make him sympathetic?

*He is worried about his friends. He can sacrifice life for them, when they'll be in trouble. I wouldn't like to be the friend of H. Potter, cause I have some good friends and I don't want to choose them. I don't like his style of cloathing, for this reason I don't want to be him. He is very brave and unselfish, because what he does, I'll never do it.*



## WRITING TASK 1

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Harry Potter? *It, that he want sacrifice life for his friends.  
I think that he great friend.*
- 2, Is there anything you do not like about him? *About nothing*

## Hints:

- Think about how he behaves in different situations. Is there anything in his behaviour what you appreciate? What Harry's qualities/abilities do you like? Is there anything in his character you really don't like?
- \* How does he treat his friends? Would you like to be the friend of Harry Potter? If yes, why?
- ▲ Can you identify yourself with him in some aspects? Does it make him sympathetic?

*I like it, that in different situations he is brave, shrewd, honest, determined and mainly determined does right thing. He does very friendly about his friends and he try their protect.*

## WRITING TASK 1

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Harry Potter?
- 2, Is there anything you do not like about him?

## Hints:

Think about how he behaves in different situations. Is there anything in his behaviour what you appreciate? What Harry's qualities/abilities do you like? Is there anything in his character you really don't like? *yes, I do*

How does he treat his friends? Would you like to be the friend of Harry Potter? If yes, why?

Can you identify yourself with him in some aspects? Does it make him sympathetic?

*I like about Harry Potter your abilities. He is unselfish, brave and very shrewd. ~~I think~~*

*I think his behave in hard situations is very responsible, because he never ~~forget~~ remember on his friends.*

*I would like have a friend of Harry Potter, I because I want spend adventure.*

*I can't identify with Harry Potter. I'm different, but he is sympathetic.*

## WRITING TASK 2

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Mildred Hubble?
- 2, Is there anything you do not like about her?

## Hints:

Think about how she behaves in different situations. Is there anything in her behaviour what you appreciate? What Mildred's qualities/abilities do you like? Is there anything in her character you really don't like?

How does she treat her friends? Would you like to be the friend of Mildred Hubble? If yes, why?

Can you identify yourself with her in some aspects? Does it make her sympathetic?

I like Mildred Hubble, because she is clumsy and optimistic as I'm. However, she don't like me.

~~She is~~ She is ~~many~~ very timid and anxious. I wouldn't be her friend, because ~~she was very of she~~ I was crazy. She ~~is~~ treat her friends ~~is~~ very nice and she look after her.

## WRITING TASK 2

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Mildred Hubble? She is positive.
- 2, Is there anything you do not like about her? Her long ~~braids~~ plaits which she often chewed.

## Hints:

Think about how she behaves in different situations. Is there anything in her behaviour what you appreciate? What Mildred's qualities/abilities do you like? Is there anything in her character you really don't like?

How does she treat her friends? Would you like to be the friend of Mildred Hubble? If yes, why?

Can you identify yourself with her in some aspects? Does it make her sympathetic?

Is there anything in her behaviour what you appreciate?

- She is famous witch.  
What Mildred's qualities/abilities do you like?

- Strange, friendly  
Is there anything in her character you really don't like?

- Sloppy, uncarefull

How does she treat her friends?

- Yes

Would you like to be the friend of Mildred Hubble?

- Yes, she is very funny

Can you identify yourself with her in some aspects?

- funny, friendly

Does it make her sympathetic?

- Yes.

## WRITING TASK 2

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Mildred Hubble? *I don't know. I see it when I was small girl and I like film of witch.*
- 2, Is there anything you do not like about her?

*Nothing.*

## Hints:

Think about how she behaves in different situations. Is there anything in her behaviour what you appreciate? What Mildred's qualities/abilities do you like? Is there anything in her character you really don't like?

How does she treat her friends? Would you like to be the friend of Mildred Hubble? If yes, why?

Can you identify yourself with her in some aspects? Does it make her sympathetic?

*I like it, that she is witch, which is good in spite of she is goal ridicule. I like it, that she is such what is. she does for her friends hard support. I like it because ~~she is gr~~*

## WRITING TASK 2

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Mildred Hubble?
- 2, Is there anything you do not like about her?

## Hints:

Think about how she behaves in different situations. Is there anything in her behaviour that you appreciate? What Mildred's qualities/abilities do you like? Is there anything in her character you really don't like?

How does she treat her friends? Would you like to be the friend of Mildred Hubble? If yes, why?

Can you identify yourself with her in some aspects? Does it make her sympathetic?

Mildred is in trouble all the time. She's sloppy and clumsy like me.  
 She ~~has~~ doubts herself, she's anxious and unlucky.  
 She's selfless and she likes her friends.  
 But I don't want to be her friend because she's often in troubles  
 and I don't like being in troubles. On the other hand it can be  
 fun sometimes.

## WRITING TASK 2

Answer the following questions. You are allowed to use dictionaries and your worksheets.

- 1, What do you like about Mildred Hubble?
- 2, Is there anything you do not like about her?

## Hints:

Think about how she behaves in different situations. Is there anything in her behaviour what you appreciate? What Mildred's qualities/abilities do you like? Is there anything in her character you really don't like?

How does she treat her friends? Would you like to be the friend of Mildred Hubble? If yes, why?

Can you identify yourself with her in some aspects? Does it make her sympathetic?

1) I like that Mildred Hubble is friendly, brave, nice to other people, helpful, unselfish, kind, friends are important to her, optimistic.

2) I don't like that she is sloppy, clumsy and she almost do problems but it is not her guilt (blame).

## SUMMARY

Tato diplomová práce se zabývá srovnáním díla „Harry Potter and the Philosopher’s Stone“ od J.K. Rowling s dílem „The Worst Witch“ od Jill Murphy. Cílem teoretické části bylo porovnat výše zmíněná díla s ohledem na jejich dějiště, postavy a zápletku. Praktická část byla rozdělena na dvě části. Cílem první části bylo zjistit, kolik studentů je obeznámeno s dílem „Harry Potter and the Philosopher’s Stone“, a kolik z nich je obeznámeno s dílem „The Worst Witch“. Zároveň byla zjišťována znalost autorek obou děl. Výsledky byly zaznamenány v grafech a okomentovány. Cílem druhé části bylo zjistit, co se studentům líbí a nelíbí na dvou hlavních postavách, kterými jsou Harry Potter a Mildred Hubble. Výsledky byly zaznamenány v tabulkách a okomentovány.



