

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University
Faculty of Letters and Languages
Department of Letters and English Language



Dissertation submitted in partial fulfillment of the requirement for the master's
Degree in field of English Language and literature

specialty: Literature and Civilization

**ChildTrauma Between Social Conformity and
Scientific Creativity in Aldous Huxley's
*"Young Archimedes"***

Submitted by:

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Supervised by:

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Academic year: 2020/2021

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Dedication

we dedicate this work:

To the pillars of our lives; our sympathetic MOTHERS and our thoughtful FATHERS whose love and support guided us all the way to success.

To all our Brothers and Sisters who always believed in us and never stopped for a moment motivating and providing us with care and support.

We also dedicate this dissertation to all our dear friends with whom we shared the most memorable life-time moments.

To all those we know and love.

Hiba and Asma

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In the name of ALLAH, the Most Gracious, Most Merciful, All praise to Him alone, the Sustainer of the entire world. I shall pay my deepest gratitude to Graceful and Compassionate ALLAH the Almighty for granting me the power to pursue and to finish this work.

We would like to express our deepest gratitude and give a very special thanks to Ms. KHALFI Amina, our beloved teacher and supervisor, for her great help, guidance, and support throughout the stressful period of the research. Without her, the completion of this dissertation would not have been possible.

Many thanks go to the members of the jury who took their time of the day to read our thesis.

At last, we like to extend our appreciation to all the teachers at the Department of English at Kasdi Merbah- Ouargla University.

A Note:

All references of Aldous Huxley's young Archimedes" (1924) are to
Huxley, A. (1992). Collected short stories of Aldous Huxley. Chicago:
library of congress.

Abstract

This study is conducted to investigate the reasons for the reflection of the negative impact of childhood traumas resulting from the various forms of exploitation exercised on the child in social life in the story of "*Young Archimedes*" (1924) by Aldous Huxley; taking into account the main character in the story as a case study. The study is based on the assumption that children's behavior may be affected by trauma in confusing or upsetting ways, with implications for the long-term health and well-being of the child and his or her family. Dose-response theory has shown that childhood trauma increases the risk of mental and physical illness. Psychological effects interacting with environmental factors are likely the root cause of increased vulnerability. However, after each traumatic experience, the whole family may recover and thrive with proper understanding, care, and treatment.

Key terms: PTSD, trauma, experiences, child exploitation, behavior, Guido, signora Bondi, psychology.

ملخص

أجريت هذه الدراسة لمعرفة أسباب انعكاس الأثر السلبي لصددمات الطفولة الناتجة عن أشكال الاستغلال المختلفة التي تمارس على الطفل في الحياة الاجتماعية في قصة أرخميدس (1924) الصغير للكاتب ألدوس هكسلي (1924) مع الأخذ بعين الاعتبار الشخصية الرئيسية في القصة كدراسة حالة. تستند الدراسة إلى افتراض أن سلوك الأطفال قد يتأثر بالصددمات بطرق مربكة أو مزعجة، مما يترتب على ذلك من آثار على صحة ورفاهية الطفل وعائلته على المدى الطويل ، وقد أظهرت نظرية الاستجابة للجرعة أن صدمة الطفولة تزيد من خطر الإصابة بالأمراض العقلية والجسدية. فمن المحتمل أن تكون الآثار النفسية التي تتفاعل مع العوامل البيئية هي السبب الجذري لزيادة الضعف. ومع ذلك ، بعد كل تجربة مؤلمة ، قد تتعافى الأسرة بأكملها وتزدهر مع الفهم والرعاية والعلاج المناسبين.

الكلمات المفتاحية: اضطراب ما بعد الصدمة، التجارب، استغلال الأطفال، السلوك، جيديو، السينورا بوندي، علم

النفس، الصدمة.

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General introduction

Background of study

A human being is born with a divine instinct which grows with him throughout life, but its development varies from one child to another according to the society and the time in which he lives. Some receive support to develop their instinct and become a talent for creativity and there are those whose talent is killed by society. As well as the age at which he lives is important.

"*Young Archimedes*" is a short story written by Aldous Huxley and published in 1924. It is a short work in the tragedy that relates between psychological abuse and social avoidance as a method of conformity to social standards. The work relates the signs of psychological abuse and tells of their effects on the minor protagonist as a method of relaying the signs and exposing the child psyche in dealing with them. Psychology did not have the scientific standing it has nowadays some even regarded it as pseud-science seen how of a new concept it was. Aldous Huxley coming from a long line of scholars wrote this aspect of short storytelling of Guido's reality (the protagonist) telling the web of traumatic events that surrounded the young protagonist, and showing the neglect he got from the adult world. "*Young Archimedes*" introduces psychological trauma. The relationship between psychology and child abuse depicted here can even go to metaphorically reflect adult social nonconformity.

1. Statement of The Problem:

This study investigates the way society controlled and conditioned the human mind during the 20th century throughout the development of science which caused them psychological issues similar to hysteria, trauma, and madness. Therefore, the problem we intend to address in this research is whether the impact of the trauma is a reflection on the scientific and social aspects of the child or not.

2. Research Questions:

The present research study is conducted chiefly to answer the following questions:

- Who represents the social conformity and the scientific creativity in the story?
- Is there a point where the characters' treatment of Guido is considered socially adequate?
- How are Aldous Huxley's characters represented in his world by reference to the society of that time?

3. Hypothesis:

In this research it is hypothesized that:

- Guido's character represents scientific creativity and the other figures similar to his father, his family network and signora Bondi, in particular, depict social conformity symbolizing the frustration experienced by many Europeans at that time
- Throughout the story, Guido was ill-treated and abused by his surroundings; a phenomenon that society adopted as a system of totalitarianism. The latter led to people's depression because of its inadequacy and abuse.
- At the end of "*young Archimedes*", Guido, the main character, is depicted as a reflection of the social inconsistencies taking place at that era and therefore a symbol of a traumatic experience.

4. Aims of The Study:

The aims of this research are to:

- know the importance of science and its impact on society and human development.
- Introduce the psychological impact of the society on child trauma.
- explore the psychological development of Guido

5. Methodology:

In this study, we will delve into the thematic aspects of the story and the writer's literary imagery as depicted in the work as the main source as to relay the views in the writer's hidden literary messages. Further, the study aims at exploring into the mentality of both the writer and his characters as a way to understand his intentions from writing similar stories and emphasizing upon similar themes. Hence, the data this dissertation analyzes is carried out by the psychoanalytic approach and theories; focusing, in so doing, on the aspects of trauma and the unconscious. Better, qualitative methods are applied to analyze the corpus at hand.

6. Structure of The Study:

This research is divided into three chapters. The first two chapters present the theoretical part, whereas the third chapter is devoted to the practical part.

Chapter one will deal with the way did science affect society to controlled and conditioned the human mind. In addition, the historical biography of Aldous Huxley. Chapter two will shed light on the modern psycho into childhood trauma and problems. While the

analyses of childhood trauma in the short story "*young Archimedes*" will be undertaken in the third chapter.

7. Literature Review:

According to Fraser and Wickes (1960), Aldous Huxley is without a doubt the wittiest and most irreverent of serious novelists. Since his early twenties, his name has been synonymous with a certain type of social satire; in fact, he has immortalized an entire time and manner of life in ridicule. In addition to his eleven novels, Huxley has authored poetry, theatre, essays, travel, biography, short stories, and other works during the course of his illustrious career.

Through reading the criticism about Aldous Huxley, we came across many views discussing Aldous Huxley's main works and career. Bloom (2010) states that "Aldous Huxley cannot be judged to have achieved lasting eminence either as a novelist or as a spiritual guide" (p.1).

According to Becker, the main issue for Huxley and modern society is the potential exploitation of technical advances in material culture. Aside from *Brave New World*, Huxley addresses the degeneration of human values in connection with technical breakthroughs, particularly the atomic bomb, in his next dystopian novel, *The Ape and the Essence*, which has only gained critical acclaim. Keith Leslie (2009, p. 582) *Monkey and Essence*, according to Johnson, is an "underappreciated dystopian satire" and "Huxley's meticulous work". It also explores the relationship between Darwin's theory, the ape, and the essence of Aldous Huxley. Unlike "*young Archimedes*" which did not receive much criticism or attention from critics. Hence, our study analyzes this story from a psychological point of view and tries to discover the message that Aldous Huxley wanted to convey to us through this short story.

**Chapter One: The Scientific Boom During
the 20th century Society and its influence on
Literature**

Too much consistency is as bad for the mind as it is for the body. Consistency is contrary to nature, contrary to life. The only completely consistent people are the dead

'Do What You Will' (1929) 'Wordsworth in the Tropics'

(qtd in. Ratcliffe, 2006)

Chapter One: The Scientific Boom in the 20th century Society

Introduction

This chapter is an overview of the 20th century age of reason. It explores and discusses the way did science affect the social atmosphere of the age and the way society controlled and conditioned the human mind. Further, it delves into investigating the nature of the human intellect via the thinking, attitude and beliefs of Aldous Huxley (1894-1963); a prolific writer whose fictional stories and scientific views interpreted and synthesized the spirit of the age in the behaviour and mental state of his characters.

1. Science, Society and the Short Story in the 20th Century:

1.1. Scientific Development During the Age Of Reason:

The first acclaimed scientific breakthrough during the Renaissance was marked by the famous scientist Galileo Galilei when he turned his telescope “towards the heaven observing the vastness of the cosmos, shattering the geocentric common belief at the era, observing the spherical marble similar shape of the planets” (library of congress).

according to library of congress This event propelled humanity, the world has become small and the Dark Age that was known with its muddiness and narrow-mindedness has come into an end. science has become such an essential field to study and explore, and life has transformed from religious to secular especially when the Age of Reason triumphed and proved the most domineering.

In many European nations, science was, parallel to magic and witchcraft, considered a blasphemous act. Better, it was a double-edged sword that was abused to change people’s minds and delude them from religion and the church. For example, “the individual’s relationship to his/her mind, body, and environment were all transformed as a result of renewed scientific collaboration in the pursuit of practical problem solving, exchanges of ideas between cultures, and the impact of new technologies” (Brotton, 2006).

By the coming of the 20th century, the Scientific boom was also considered as a Renaissance. Here, the discovery of radioactive elements, for instance, came thanks to the observations of Marie Curie at the lab which opened the prospects for more powerful long-term energy sources here on earth with Einstein's energy equation (physics today, 2003). Nonetheless, scientific innovations and discoveries were bound to their social systems as the world was under the power of the totalitarian regime; a form of government that subdues its people and overpowers them to meet political ends (Brotton, 2006).

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1.2. Scientific Creativity and Social Boundaries:

During the 20th century, the scientific development was somehow bound to social rule. By the coming of totalitarianism, society began conditioning people through controlling their ideas and thoughts. In most parts of Europe, “Conservative totalitarian regimes, such as Mussolini’s Fascists and Hitler’s Nazis, rose to power by promising a life of glory and supremacy for their country’s people” (Sherman and Koontz, 1968). By the coming of the twenties, the social atmosphere was changed as it showed promising signs of technological and scientific developments. The 1920s, for example, recognized as “the birth of popular culture” (ibid.). Moreover, Mass production of items such as “cars, mass media via the radio, and mass consumption of entertainment and material goods were responsible for assisting a large population in sharing experiences and goals” (ibid.).

The development of science is one of the processes that pushed society towards change, in that it touches the social structure and works on changing the family and kinship social relations and changes the values and social systems (Gastrow,2018, p 2).By the end of the century, humans had been into space, transplanted organs, and invented and the Internet. After World War II, people’s lives improved significantly and the world achieved high economic growth thanks to the contributions of science and technology (ibid.).

Many scientific and technological achievements are now used in everyday life, making life easier for people. Furthermore, as science and technology have progressed, the concept of distance and time has shifted, dramatically altering human lifestyles. Furthermore, science and technology contributed to the maintenance and recovery of health, which is the foundation of human life.

2. The British Modernist Short Story:

2.1. Modernism Literature:

In the early decades of the twentieth century, a literary and cultural movement known as modernism blossomed all over the world. It is a cultural movement for reforming in many fields including literature, music, arts, and commerce, by involving science and technology in it. it led to a radical change in humans though (Bradbury et al., 1976)

It can be used to describe both the content and the form of a piece of work, or just one of them. It expresses a sense of cultural crisis that was both exciting and unsettling, in the sense that it opened up a whole new world of human possibilities while also calling into question any previously accepted method of anchoring and judging new ideas (Bradshaw et al.,2006)

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2.2. The Modernist Short Story an Overview:

The short story has evolved into one of the most important forms of modern literary expression, if not the most modern. According to Saunders (2006, p.12): "The deep, embedded crystallizations of all human knowledge are short stories. They're rarefied, dense meaning machines that shed light on life's most important issues ".

In his book (*British and Irish short story*, 2012), Malcolm declared that: " The story of the British short story since the Second World War is one of change and revolution and this powerful and moving collection brilliantly demonstrates the evolution of the form" (p.15).

The short story captures the episodic aspect of twentieth-century experience and encompasses the essence of literary modernism (Head, p.1992). Immediately after the war, a large number of well-known British writers entered the area of short stories. Love, comedy, criminality, and slavery were all represented in the stories. Even the smartest and sharpest writers have been drawn to the appearance of this sort of writing (ibid.).

Many prose writers began their careers with short fiction and have remained fond of it. It is worth noting that several modernist novels started as short prose pieces. The psychological sketch of the 1890s inspired the modernist short tale. It is more accurately referred to as a sort of short fiction, as it, like the psychological sketch, rejects the term "story" in the accepted sense. The psychological sketch of the 1890s inspired the modernist short story. It is more properly referred to as a type of short fiction, as it, like the psychological sketch, rejects the term "story" in the accepted sense. Bradbury (2011) declared that:

For a variety of reasons, modernist short story writers were wary of the well-crafted story. They argued, above all, that the traditional short story's appealing shape and coherence were a deception of experience's discrete and heterogeneous nature. Such narratives relied on a hasty and clumsy determination of causal relationships (p.455)

2.3. Structures of the British Modernist Short Story:

The structure is the outline of the story is in itself how the story is organized. Here, the British short story is perhaps the world's richest, most diverse, and most historically broad national tradition. A short narrative should have a restricted amount of time, a small number of characters, few words, and a single incident. Most of the best short stories are written as a sort of narration on a changing social situation, as the writer thinks himself into a new situation (Bader, 1945, p.83)

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The majority of British short tales have a narrative framework. one sees a plot presented, problems or a crisis, a turning point, and a conclusion in a narrative structure. Any tale gets its structure from a narrative that revolves around a conflict and culminates in action that is chronological and progressive, i.e., it provides something for the reader (Bruner, 1991, p. 5). The structural analysis of the short story can be focused on the arrangement and distribution of each part of the story. However, the story should have a character that represents people participating in the story, because the story starts when the main character has some psychological changes and ends when he remains in the old role. Another structure of a short story is the plot that considers and focuses on the event that the story tells. Also, demonstrates the story's point and style. The structure allows the author to completely establish the plot, characters, and their actions, as well as bring us to the story's message (Lui, 2009, p.141).

In more complex stories, the central the scientific theme is typically a more open-ended exploration of some fundamental aspect of society or humanity. In analyzing a short story, there are several examples of theme in British short stories. In his book *The British and Irish short story* Malcolm (2012) asserts that "a major theme of the twentieth century short story has been the cost of displacement emigration and exile and at the beginning of the 20th. More presents a subtle and moving account of the dilemmas of the emigrants." (ibid.).

3. Aldous Huxley (1894-1963): The Literary Genius:

Aldous Huxley has grown up in a family of scientists, biologists, writers, and educators. His grandpa was a well-known biologist whose papers expanded the dispute between science and religion. This influenced his grandson, who believed in mysticism, and it is thought to have grabbed the imagination of Aldous, who was interested in science. Aesthetics is the study of beauty. mysticism Philosophy of mind, philosophy of religion, philosophy of technology, social philosophy, and his school of thought are all examples of his work. Perennialism is the belief that something will last forever.

Aldous Huxley is a major author of the twentieth century who was interested in the effects of technology on the individual. Huxley was enormously tall – six feet four and a half inches – and nearly blind. He began his literary career at the age of 17 with his first (unpublished) novel and began writing seriously in his early twenties. (Murry) Beginning with *Croma Yellow*, his first novels were social satires (1921). He also wrote and edited nonfiction and was a member of the Peace Pledge Union. Huxley was a strong supporter of scientific progress's dehumanizing features, and he wished to restore world peace. Therefore, his works of

Chapter One: The Scientific Boom in the 20th century Society

the time had titles such as *Brave New World* and *Eyeless in Gaza*. The civilization depicted in *Brave New World* is based on the concepts of mass manufacturing and Pavlovian training. According to Huxley's theory, "if we change ourselves for the better, we can alter the world for the better". He aspires to realize kindness in its purest form, love in its finest form, and truth in its deepest form. He also excelled in science, medicine, art, and literature, and his family members held important public posts in the United Kingdom.

Huxley's passion for science (despite being painfully aware of the misuses of science in his time) and for communicating to a large public recalls his grandfather's determination to bring scientific knowledge to ordinary people, in plain language, in his lectures at the Royal Institution, attended by working men and cab-drivers, in his lectures at the Royal Institution, attended by working men and cab-drivers, The Arnoldian ancestry of urbane public discourse and a passion and practice of poetry is clear on his mother's side. Huxley had no time for anyone who tried to separate art and science. knowing them to be two important modes of knowing, as Thomas Henry Huxley and Matthew Arnold had decided a century before when Arnold adamantly insisted to his friend Huxley that his famous definition of culture as "the best that has been thought and said in the world " encompassed scientific knowledge and culture." (Murry)

3.1. Aldous Huxley's Modernist Short Stories:

Huxley was known during the 20th century for his short stories, he wrote 21 short stories similar to. The majority of his current short works, on the other hand, deal with issues with which he is centrally engaged and show the dispute and disagreement that he is bothered by. He lived where the bulk of stories reveal the truth. Furthermore, his work shows no resemblance to the work of other authors. According to Malcolm (2012), "An important feature is that the stories are usually not satisfactory aesthetic wholes; they lack the compactness and complexity which characterize those of other writers. For Huxley the tales act chiefly as a means to continue his search for integration" (p. 60).

Huxley's main short stories are "*The Gioconda Smile*" (1921), "*Little Mexican*" (1924) "*Young Archimedes*"(1924), and "*Chawdron*" (1930). He became a giant in modern English prose through his short stories in which he demonstrated his genius. After the collection of his stories in a single volume, he considered himself as an acknowledged master. Manchester Guardian, (1945) asserts that:

These stories [Huxley's] reveal in snatches the real nature of his genius, which is essentially discursive, argumentative, analytical, and omnivorous [sic] [He is]

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always stimulating because of the sharp inquiring intellect at work, moving with equal liveliness to pinpoint an absurdity [sic] of character, as in 'Chawdron,' or to feast on the pleasure of Italian life and painting.

Huxley composed poems, plays, travelogues, essays, philosophy, short stories, and many of novels. Unfortunately, *Brave New World's* overwhelming fame has continued to obscure his gamut of talent.

Huxley opened his writing career as a journalist and teacher, including a time at Eton where he tutored a young Eric Blair, who would later become known as George Orwell. In his essay about Huxley (2000), Michael Dirda, a literary essayist assumed that

The life built by Huxley's was absolutely happy. While the future Huxley popularized in *Brave New World* was dim, as someone who reads his essays soon learns, the man himself didn't lack cheer and humor. Maugham (1965) said, "Aldous Huxley is an Essayist I was going to rank with, At the beginning, the essayist has to be characteristic, then he requires an encyclopedic knowledge, humor, and easiness to read so that the normal person can read the text without labor. These skills cannot be found easily. They've got Aldous Huxley"(p.66)

Huxley's adventures were accompanied by an intellectual and spiritual odyssey which influenced his work increasingly. He became a darker, more psycho-compliant yarn, like *Eyeless in Gaza*, his first narrative, which expanded the ironic tone of *Crome Yellow*, and in 1936 his tale about a pessimistic Englishman who grew up in World War One and gradually turned to Eastern philosophy and meditation to overcome his disillusionment. Many readers regard *Eyeless* as a profoundly autobiographical piece that reveals Huxley's shift from the ironical detachment to reality, like "a gentle mystic" (ibid.).

3.2. Aldous Huxley Autobiographies Social Model:

According to the national endowment for the humanities (NEH, 2015) The social philosophy of Huxley is directed largely at what Marxists call society's superstructure. He is primarily concerned with the emotional enslavement of persons, with the ideological inclusion and subjugation of persons and classes. He considered the proletariat to be completely incorporated in a capitalist society, both materially and politically. He feared that those in charge might scientifically rob people of the thought or believe that something was wrong with how they lived. Huxley only recognized an industrial society boundary (Humanities, 2015). The cultural critique of Huxley is intrinsically ethical. He saw no revolutionary, monumental reform as a topic of progressive activity (ibid).

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Social transformation is necessary insofar as it assists man in "attending to certain true ties with ultimate truth" (Ends and Mean,1937, p.298), and Those who have already seen beyond the constraints of a life bound to the material world, through the binding phantasms of attachment and craving, are ideally suited to form the vanguard. A society or tradition is only permissible to the extent that it encourages individuals to do so. The ultimate criterion is transcendental, and our current culture struggles miserably because it does not even empower individuals to become humans (ibid.).

Huxley integrates with extreme consciousness. and allow only the absolute gauge to access the personal and sub-personal levels of consciousness. The link between this and the concept of mystical idealism and social transformation is twofold. Social transformation is a change from a pessimistic to a positive understanding of the supreme values of devotion and knowledge (ibid).

"*The Perennial Philosophy*" (1945) by Aldous Huxley asserts that the unitive knowledge of God is the goal and aim of human life. (Peter lange,1990, p.361). Only those who have become desireless, non-attached, insensitive, pure in heart, and weak in spirit will attain this state. The Kingdom of Heaven is inside, not beyond, and it is not in the future. In comparison to this shocking diagnosis of "the current present conditions," the contours of Huxley's ideal world - "a society consisting of voluntarily collaborating people committed to the promotion of sanity" (Foreword to Brave new world, p.9).

Hypertrophied in two ways, Aldous Huxley's theories about men and culture are strangely atrophic in another. The human being as a biographical being and as a divine component to human life is of great significance to Huxley. He thought that the higher self-inside us is somewhere consistent with the universe's mind or whatever, he said. Huxley believes in "the elevation" of faith, but this just plays a small part of him, he claims. Huxley's view of the divine dimension of the life of men is that of a "more elevated reality" that is unconnected to the natural world Huxley thought that the consciousness of man is linked to the powers of history and circumstance (Peter Lange,1990, p.370)

Conclusion

The overview of the scientific Boom elements in the 20th-century society in Huxley's life has revealed that science affected the social atmosphere of the age and society controlled and conditioned the human mind. Further, it delves into investigating the nature of human intellect via thinking, when looking at the importance of science for human development between

Chapter One: The Scientific Boom in the 20th century Society

scientific creativity and social boundaries. However, the development of science is one of the processes that push society towards change, in that it touches the social structure and works on changing the family and kinship social relations and changes the values and social systems. Aldous Huxley by his attitudes and beliefs as a prolific writer whose fictional stories and scientific views interpreted and synthesized the spirit of the age in the behavior and the mental state of his characters, through his modernist short stories.

Chapter Two: The Traumatic Character and the Fragmented Personality

*I can sympathize with people 'pains, but not
with their pleasures. There is something
curiously boring about somebody else's
happiness.*

'Limbo' (1920) 'Cynthia'

(Qtd in Rattcliffe, 2006)

Chapter Two: The Traumatic Character and the Fragmented Personality

Introduction

Childhood trauma is more common than one imagines. Early childhood adversity has a significant impact on children's long and short-term outcomes. This chapter will define and explain child trauma, different types of traumas, as well as the effects they have on one's body, brain, and behavior. And post-traumatic stress.

1 Definition of Child Trauma:

The most frequent sources of trauma are war, crime, harassment, violence, distress, natural accidents, and the loss of a beloved. The Collection of these impacts will change the behavioral, psychological, and emotional balance of an individual to such an extent that the recollection of one single occurrence distorts and can replace many other memories. The Consequential of the harm of the experience both physically and mentally if not then at the least mentally impairs the opportunity to concentrate on both modern and familiar circumstances (Spalleta et al.,2020, p.11). According to the National child trauma stress network (NCTSN) an American organization aimed to raise the standard of care and improve access to services for traumatized children, their families, and communities in the United States; trauma may be witnessed when a traumatic incident affects one's life or physical safety.

Most of young children whose sense of safety is based on their attachment figures and presumed safety and have been in situations where they feared for their lives, believed that they would be injured, witnessed violence, or tragically lost a loved one, they may show signs of child traumatic stress. In other words, Childhood trauma can be described as "the emotional stress experience caused by the accident to the child" (peter,2015, chap.4). It is not only because of the immediate hurt they inflict those traumatic experiences are so damaging but because they need to have to reassess the world's and ourselves' views. Various examples, including physical assault and sexual abuse, of childhood traumas, have been recorded. In addition, childhood trauma may be categorized into a 'single traumatic experience.' This indicates that trauma happened in isolation or combination (Northwestern university,2009).

1.1.Trauma From A FREUD Point of View:

The concept of psychological trauma occupies a fundamental place in psychoanalytic theory where this appeared the term is from the very beginning in FREUD's work in "Studies on Hysteria" and he has distinguished Between trauma, which refers to the internal impact caused by a person due to an accident, and psychological trauma Which refers to the external accident that affects the individual. Freud considers birth trauma with what accompanies it from the

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newborn's sense of (suffocation corresponding to the distress of death) as the first experience of anxiety in a person's life, then Freud returned to the topic of traumatic neurosis on several occasions after the First World War. In his book "Beyond the Pleasure Principle" (1920), Freud does not deny the principle of traumatic neurosis. Before his death with this nerve, he says: "I have always deflected this nerve and rebelled against the premise of childish psychological conflict." (p.22)

2. Causes of Childhood Trauma and Variation in Effect:

The most prevalent cause of the trauma is family abuse, but many children are often subject to violence outside of the home. Childhood trauma is most often caused by crime, natural hazards, accidental injuries, or sickness. Whereas many children are subjected to violence outside the household, the most prevalent cause of exposure to violence is within the house. Noteworthy that just a few countries have programs in place to monitor children's trauma exposure. Many countries lack regulation that aims to restrict or deter child trafficking and domestic violence. Although child trauma is a major offense in the future. Not all trauma causes are intentional or intended some are simply related to exposure of the latter we denote: TV and uncensored media. crime, disasters, disease, or injuries.

Spalletta et al. (2020) states that:

Violence against children continues to exist around the world. There are global reports of just a percentage of infant trauma. Children who suffer abuse are frequently afraid or unable to reveal any trauma. If a powerful figure in their group does the act, parents of children are less likely to record violent encounters with their children. (p,11)

The reactions to traumatic events differ in their psychological residue in children and young people alike depending on many factors mainly the exposure and the environment hold the capital share in the afflicted victim's later life experience. Every young person's response may be affected by their levels of maturity, ethnicity, culture, prior exposure to violence, available services, and current child and family issues. However, in the acute rehabilitation process, almost all children and teenagers express a form of discomfort or behavioral adjustment. Not all short-term reactions to trauma are troublesome, and certain improvements in behavior can reflect coping efforts to deal with stressful or demanding experiences.

Trauma may alter how survivors think, perceive the environment, and react to their experiences. The degree and form of their traumatic reactions vary according to their personality,

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the nature of the traumatic incident, and the help they receive in the aftermath. Non-threatening events are processed differently than traumatic events. As a result, the memory of traumatic events may differ from the memory of non-traumatic events. The Manual on Human Rights Monitoring (MHRM, chap12) founded that Like other reactions, the degree of traumatized memory varies from survivor to survivor. In some circumstances, traumatic recollections lack the consistency and clarity of other recollections.

Lenore Terr and Van der Kolk (1990) emphasize that " It is not the trauma that causes the damage." (p.15) That is how the mind and the body respond to the stressful event in their particular way, along with the unique reaction of the social community of the single person.

2.1 The Three E's of Trauma:

2.1.1 Events:

A traumatic event is a fearful, unsafe, or abusive occurrence that threatens the health or dignity of a person. Witnessing a stressful incident that puts a loved one's health or physical wellbeing in jeopardy may be upsetting. This is especially important for young children, whose feeling of safety is dependent on the assumed safety of their attachment figures. Psychiatrist and Ph.D. holder Peter A. Levine best hints at the existence of the event in this passage from his 2015 Ph.D. paper For a protracted time, we've got acknowledged that trauma imprints are preserved as bodily stimuli, perceived as direct threats to survival. The difference between common memories and traumatic memories is the product of the brain structures which produce memories.

Traumatic events generate significant damage not so much because of the immediate hurt they do, but because of the ongoing need to review one's own and the world's perspectives. (Condly ,2006, p.11)

Events might differ, the experience might differ and here are some examples of sad events:

- ***Physical abuse:*** actual or attempted physical harm, including extreme corporal punishment, by using or without the use of objects or arms.
- ***Serious accident or course of treatment:*** unintentional injury or accident, sickness, or particularly traumatic or life-threatening medical treatment.
- ***Emotional abuse / psychological abuse:*** acts that have caused or may have caused behavioral abuse, cognitive, affective, or other mental disorders, other than physical or sexual abuse, including verbal abuse, emotional abuse, unreasonable demands on a child's performance, that may result in a negative self-image and disruptive behavior.

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Offenses that induced or should have caused conduct, neurological, affective, or other disturbing psychiatric conditions, like emotional negligence or deliberate social deprivation.

- **School violence:** violence in the school environment, including shootings, bullying, interpersonal violence between classmates, and suicide between classmates.
- **War/Terrorism/Political Violence:** Exposed to acts of military conflict violence, including attacks, shocks, plundering or terrorist accidents, and isolated persons if perceived to be political.
- **Forced Displacement:** Forced migration to a new home for political purposes, usually involving refugees escaping from political repression. political reasons.
- **Traumatic Grief/Separation:** loss of a parent, primary caretaker or sibling, sudden or unwanted accidental or premature death or homicide, or of a family member or of another close relative, in the event of circumstances beyond the victim's, abrupt, unauthorized, and/or indefinite separation from the family member/sibling.
- **Trauma caused by system:** traumatic removal, traumatic fostering, alienation of the sibling, or multiple placements in a brief period.
- **Neglect:** failure, though financially capable of providing adequate age care or offering financial or other means to do so, including physical neglect, health care neglect, or educational neglect, by the child victim's caretakers.

2.1.2 Experience:

As reported by The Center for Child Trauma Assessment (CCTA) Life or security threats are common traumatic experiences, but any circumstance that makes you feel depressed and lonely will cause trauma, even though the physical injury is not involved. The actual personal perception of the incident, rather than the empirical circumstances, determines when an event is traumatic. The more scared and hindrance victim gets, the more traumatized victim becomes.

According to Northwestern University (NU): The "experience" belongs to an individual understanding of a child of the above-mentioned occurrence – note, an event that is frightening or overwhelming for one child may not be for another. You want to consider the future understanding or interpretation of a child in this domain. Any feelings of guilt, loneliness, treachery, and terror, that the child may feel.

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The individual's experience of these events or situations may help decide whether or not they are traumatic. A traumatic incident can be traumatic for one person but not for another. Whether or not an incident is labeled as stressful depends on how the person labels it, gives significance to it, and is physically and mentally disrupted by it. By their very nature, traumatic events create a power differential in which one entity (whether a person, or an event) dominates another. They invoke a serious “why me?” inquiry. In the light of this powerlessness and questioning, the individual's view of certain events or situations is shaped. Feelings of humiliation, guilt, betrayal, or silence frequently form the case. When a person is subjected to physical or sexual assault, they may feel embarrassed, causing them to believe they are poor or unclean, resulting in emotions of self-blame, humiliation, and guilt.

Many people who endure catastrophic experiences like war or natural catastrophes may blame themselves for surviving when others did not. Abuse by a trusted caregiver frequently results in emotions of betrayal, destroying confidence and leaving a person feeling lonely. Child abuse and domestic violence are frequently accompanied by threats, resulting in silence and a dread of seeking help.

2.1.3 Effects:

The Effect refers to the impression the event and delight have on a child. The effect might last for a brief time or an extended time, and it would appear all directly or gradually. The event's effect and delight may result in new or escalated troubles in social or personal relationships, changes in sleep, food, or mood, and difficulty thinking, concentrating, or expressing emotions; As defined by Northwestern University (NU).

The long-term negative repercussions of the incident are an essential element of trauma. These adverse effects may arise immediately or gradually. The consequences will last anywhere from a few minutes to several years. In certain circumstances, the individual may be ignorant of the link between the stressful experiences and their repercussions. Negative impacts include the failure to deal with the normal strains and difficulties of daily life, to appreciate and learn from relationships, to preserve cognitive abilities such as memory, focus, and reasoning, to manage conduct, or to monitor the transmission of emotions. The traumatic effect will progressively wear a person down — physically, mentally, and emotionally – from hypervigilance to numbness or avoidance. Survivors of trauma have also witnessed the impact of these occurrences on their spiritual values and capacity to make sense.

2. Traumatic Events and their effects on children:

The tension or arousal levels associated with a stressful event may be preserved in the brainstem. Re-exposure to signals associated with the trauma might awaken those stored "memories," resulting in the signs and symptoms of PTSD. Even while at rest in the weeks following a traumatic event, children and adolescents frequently exhibit physiological signs and signs of physiological hyperarousal, such as raised muscle tone, a fast coronary heart rate (tachycardia), and blood pressure. This method may cause the children to become hypervigilant, with an increased startle response and muscular tone. The child has the capacity for recall and experiencing the physiological changes that occurred throughout the event.

Adverse childhood experiences (ACEs) have been identified as significant public health issues in pediatrics. Violence, neglect, and familial dysfunction are examples of ACEs. Increased vulnerability to ACEs is linked to a slew of negative outcomes, including poor school preparedness and premature mortality. ACEs can have a long-term negative impact on future generations.

3.1 Signs and Symptoms of Traumatic Stress on Children:

As reported by the Center for early childhood mental health consultation (CCMHC,2013) Trauma symptoms and signs in young children can take various forms. Understanding these signs and symptoms as they relate to trauma requires sensitive information from children, families, and enlightenment personnel. However, keep in mind that the signs and symptoms should always be assessed in the context of the child's medical history, care system, support, and so on.

Especially complex trauma can affect all aspects of children's development and function. The following lists all areas of development and signs of degradation or deterioration that may appear as stated in National Child Traumatic Stress Network's (NCTSN,2003):

❖ Attachment

Such as the inability to trust others, Uncertainty about others' reliability/predictability, Interpersonal difficulties, Social alienation, Trouble finding assistance, Clingy, difficulty with separations.

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❖ Physical

mostly the observer might notice Sensorimotor improvement problems, Hypersensitivity to bodily contact, Somatization, Increased clinical problems, Problems with coordination and balance.

❖ Affect Regulation

This psychological category pertains to difficulties in regards to feelings of the victim such as Problems with emotional regulation, easily dissatisfied and/or issue calming, Difficulty describing feelings and inner experiences, Difficulty understanding and describing inner states, Problems with speaking needs.

❖ Behavioral Control

The Appearance of behavioral signs of trauma are usually certain such as Lack of self-control, Self-destructive conduct, Aggressive conduct, Antisocial activity, Excessive conformity, Sleep problems, Diseases of eating, Traumatic event/past reactivation, Self-soothing pathological activities.

❖ Cognition

Cognitive signs like: Problems paying attention, Lack of consistent curiosity, Information processing issue, problems with assignments concentration or completion, organizing difficulties and anticipating impacts, Learning problems, delays in production, Linguistic growth problem

❖ Self-Concept

Self-concept signs relating to self-image such as A lack of self-confidence, a lack of a consistent/predictable sense of self, a lack of sense of separateness, Body image disturbance, a lack of self-confidence, Blame, and shame.

3.2. Adverse Childhood Experiences Effects of Children:

In pediatrics, adverse childhood experiences (ACEs) have been described as important public health challenges. ACEs include violence, neglect, and disorder of the family. Increased susceptibility to ACEs is closely related to countless poor results, such as poor preparation for school and premature death. ACEs may have several generations of detrimental consequences. Nerissa Bauer, MD, MPH, FAAP (2010) states:

Children, on the other hand, do not come with manuals. Life is both beautiful and chaotic, complex and tough. In addition, there is no such thing as a "perfect" mother. Rather of

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family genes or anything a parent did or did not do, a kid's conduct is frequently triggered by something that happened to the youngster or someone in the home.

3.3. The risks of Adverse Childhood Experiences:

- ✓ Suicide attempts and suicide deaths
- ✓ Hepatitis
- ✓ Heart disease
- ✓ Depression
- ✓ Tobacco use
- ✓ Illicit drug use
- ✓ Misuse of prescription drugs

4. Post-traumatic stress disorder PTSD:

All children will have traumatic events that will influence their way of thinking and feeling. Children, for the most part, recover quickly and completely. However, children who experience severe stress, such as sickness, the loss of a close family member, or abuse, are more likely to suffer long-term consequences.

Spalletta et al. (2020) explain PTDS as:

PTSD is a shape of hysteria disorder. The signs of PTSD consist of flashbacks, nightmares, and changed enjoyment of truth in reaction to stressful reminders of the past. It also can reason for decreased shallowness and terrible emotionality. (p.212)

PTSD research has revealed a number of objectively measured and verified biomarkers that are linked to the condition. The majority of these indicators might indicate PTSD symptoms or risk factors for the disorder's development. Markers include changes in brain anatomy, function, neurophysiology, neurochemistry, and (epi) genetic alterations.

Gibbs (2014) states that " PTSD is not discovered but invented, and that the collection of symptoms into a unified syndrome is artificial and self-perpetuating." (p.3)

Cognitive and perceptual areas include intelligence tests, linguistic and visual processing, working memory, and executive abilities. The performance ratings in these cognitive categories were much lower in children who developed PTSD as a result of abuse. Given the common

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tendency for psychopathologies to overlap, it's not unexpected that young people with PTSD are more likely to have additional comorbid psychopathologies.

According to Spalletta, et al. (2020, P.214)" A model often applied to the understanding of PTSD is the dose-response theory." According to this theory, Childhood trauma raises the likelihood of mental and physical illness. This heightened sensitivity is most likely caused by psychobiological remnants that interact with environmental circumstances

5. Barriers that make it difficult to be free from childhood trauma:

Childhood trauma has a unique ability to wound, particularly when it involves emotional, physical, or sexual abuse or neglect. The repercussions reverberate for years, causing negative consequences such as an increased risk of depression, anxiety, and bipolar disorder.

In the following we mention some reasons that make freedom from childhood trauma difficult as reported by Dr Sack (2015):

- difficulty recognizing the source of the pain for the traumatized person. moreover, the longer someone waits to seek help, the more difficult it is to recover from childhood trauma. A test offered as part of the Adverse Childhood Experiences study can help. If you've had childhood trauma and aren't sure where you fit on the spectrum, a test can help.
- Co-occurring disorders can obscure the true issue. Trauma-based addiction is essentially a symptom of childhood trauma. Fellow addicts can provide a sense of family missing from a person's life.
- It's also possible that the harm is biological. Childhood trauma can alter brain structure and change how certain genes are expressed, according to scientists. Childhood trauma, such as abuse or the death of a parent, was found to alter the programming of genes that regulate stress in a 2012 Brown University study, increasing the risk of developing anxiety and depression. Trauma-induced brain changes have been linked to a decreased ability to moderate negative impulses, according to a 2013 study. Childhood trauma can also affect the brain's neurotransmitters, heightening the pleasure experienced when using drugs or alcohol—and increasing the likelihood of addiction. These new insights not only illuminate the challenges of overcoming childhood trauma but also pave the way for more targeted therapies and medications

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- Trying to forget the past may lead to remembering it. Some people find the concept of revisiting the past too painful. Others may be willing, but they are unable to sort through the jumble of childhood memories.
- Closure can be difficult to come by. It's often impossible to persuade those responsible for trauma to accept responsibility for their part in a traumatic past. They may not be alive by the time the traumatized person understands or feels ready to address the source of their distress. Accepting that an abuser will never be held accountable for his or her actions, or that there is no hope for a better relationship, can be difficult.
- Responses can be sought in others. A person often attempts to find what was lacking in other people's lives in an attempt to fix the past. Or they may become a seeker of approval, striving to keep the peace or acquire the respect of others. They spend their energy instead of valuing their own needs, trying to become worthy of other people's affections, and often continue to be abused.
- Emotions may be suppressed. In some cases, the child's care becomes too dangerous, so that they feel numb. This not only negatively impacts their ability to form healthy relationships, but it also makes it more difficult to access the emotions necessary for healing later on.
- The inner voices can be difficult to silence. All of the things that are told to children about themselves are believed by them. If those things are negative, they may feel unworthy of a better life while also feeling powerless to change.

6. Childhood trauma treatment methods:

6.1 Trauma-Informed Care:

Trauma studies and best practices must be taught to teachers and other school workers. Families can also access therapy, therapy, and social groups, as well as food and shelter services. Parents and guardians are equally as crucial as trauma-informed educators. The goal is to connect with children not just in the classroom but also at home.

6.2 Treatment for Post-Traumatic Stress Disorder in Children:

There is no cure for a kid's trauma, but with the right care, the youngster may adapt and overcome the circumstances. However, the parents play a vital part in therapy by providing protection for the child and making it obvious to the child that he or she is not to blame for what

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happened because children also blame themselves for occurrences that are completely out of their control.

The parent should be patient with their child also they should be encouraging and comforting to the boy, informing him or her that he or she does not have to feel uneasy or awful about his or her feelings or ideas.

According to National Child Traumatic Stress Network's (NCTSN,2003) "Families and caregivers should get a referral to a mental health provider from their pediatrician, family therapist, school psychologist, or church member to explore recovery options."

7. Child Trauma and the World Stage:

Around the world, violence against children persists. Only a small fraction of neonatal trauma is reported worldwide. Abused children are typically scared or unable to disclose any trauma. Parents of children are less likely to record violent contacts with their children if a dominant individual in their community conducts the crime.

Children's trauma exposure is not fairly distributed throughout the world, and research shows that children in low-income nations are more prone to trauma. Natural catastrophes are predicted to affect 175 million pupils each year. Natural catastrophes endanger children who are predisposed to depression, anxiety, and post-traumatic stress disorder.

Lenore Terr and Van der Kolk's renowned psychiatrist both of them emphasize that It is not the trauma that causes the damage. That is how the mind and the body respond to the stressful event in their particular way, along with the unique reaction of the social community of the single person.

Conclusion

Children's behavior might be affected by trauma in ways that are perplexing or disturbing to caregivers. It has the potential to affect the child's and his or her family's long-term health and well-being. After a traumatic experience, however, all members of the family may recover and prosper with the right understanding, care, and therapy. In literary works for example, psychological issues were highly depicted in the way people behaved, spoke and treat eah other. In the coming chapter, the thematic analysis of the story at hand portrays how does a traumatic experience of a young child which lead to his downfall.

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**Chapter Three: The Traumatic Character in
Aldous Huxley's "*Young Archimedes*"**

A million million spermatozoa
All of them alive
Out of their cataclysm but one poor Noah
Dare hope to survive
And among that billion minus one
Might have chanced to be
Shakespeare, another Newton, a new Donne
But the One was Me

'Fifth Philosopher's Song' (1920)

(qtd in. Ratcliffe, 2006)

Introduction

According to psychologists, Child maltreatment has been linked to negative long-term mental health consequences, including an increased risk of depression. This chapter is the corpus analysis of Aldous Huxley's protagonist's psychological developments in the short story "*Young Archimedes*" (1924). Moreover, it investigates how does Guido, the main character, reach depression and suicide by applying trauma theory.

1. The Summary of the Story:

The story revolves around a couple who rent a house outside Florence; Italy where the narrator begins with a description of the magnificent scenery in the countryside; admiring nature and the valleys of the mountains, the fog that reaches the top of the hill, and even the house that he rented from the old woman named signora Bondi at first liked it and rented it for six months. But after a while, some problems started to arise, including the malfunction in the light drainage system, the electric pumps, and it turned out that the house owner is a liar and deceitful, unlike her good husband.

The narrator has a son called Robin, who established a friendship with the son of a peasant in the countryside called Guido, and he visited him at his home to play with each other. After a short time, the narrator noticed Guido's love for music and the speed of his mastery of musical instruments.

The youngster appears to be a musical prodigy. The narrator described him as completely exceptional. When Robin and Guido were playing in the silence, the narrator thought that they were sure to do something, but the opposite appeared Guido was working on mathematics he develops the Pythagorean theorem. (It is the one where you divide a square into two squares and a rectangle by drawing a pair of lines perpendicular to the edges that meet inside the square and divide it into two squares -- not necessarily the same size -- and two rectangles of the same dimensions.) when he finished drawing, he started in his explanation of the theory simply, from here the tourist confirmed that Guido's musical predilections, his precocity, was more rooted in Archimedes than in Mozart. But the nature of his unusual talents was never quite understood.

The tourist and his wife thought about adopting Guido to get the education he needed to develop his genius. But when the news reached Bondi, she thought about taking over the child by forcing his father to use his talents and intelligence for her benefit. Despite his father's rejection of this decision, signora Bondi won by her power and by her deceiving. To them and

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her husband, where Carlo kept saying, If I only knew, you cheated on me? In the end, he gave up because she had all the trump cards. The child could go with her until the trial, and then if the child wanted to stay with her, she could officially adopt him. She took him on vacation to the sea and he was happy. After spending the vacation, they returned to her home and treated him kindly, but she did not tell his father about their return and showed her exploitation of him by forcing him to play more than he liked.

When he wanted to return to his family, she told him that they did not want him. She continued to bribe him and deceive him, even in the letters that he received from his father. Guido did not like his new life. The end of this story was tragic as the narrator showed his sadness as he described how he was thinking about the poor child who sleep underground, sorry for the soul that was destroyed before it began to exist, and his sadness also for Carlo.

In the end, this story is an outstanding piece of literature - as a piece of fiction, as something that could help the reader understand the emotional and thought processes that drive geniuses. It is worthwhile pointing out that its theme — the untimely death of a potential genius child.

2. Child Exploitation:

Child exploitation is a global issue that has been documented in literature, art, and science for a long time, and discussed by many scholars and writers with no social, ethnic, and racial bounds. This concept is the umbrella of the concept of child abuse which embodies all the forms of abuse and other kinds of exploitation like economic profit (maazouzi,2018, p.33). That is what happened in the short story "*young Archimedes*". After hearing from the tourist about the capability and intelligence of Guido and his creativity in music, Signora Bondi started planning in a way to take Guido and put forward the idea of adoption without hesitation, she said "I adore children. I sometimes think of adopting one—that is, if my husband would allow it." (p235). This old lady was known with her force. In describing her, Mr. Karol said: "if she has set her heart on getting hold of the child, there's nothing she won't do to get him—nothing." (237). She saw in Guido the child who will make money for her and the fame through exploiting his capability in music even though Guido was not interested in studying music it was just a hobby and he got bored of it sometimes. However, we can say that signora Bondi adopted Guido only for her material interests and boasts in front of others.

Guido's father, Mr. Carlo the farmer, was inclined to agree with Signora Bondi about adopting his son even that "he was very fond of the boy" (273). Although the tourist and his wife

told him "we didn't think that signora Bondi would make a very good foster mother for the child. Here this deal with the child can be considered as abuse and the impact on him. They were through the exploitation of his intelligence in their work and didn't think about the possibility of transforming the positivity of the child into negative events. or put him in trauma by distracting him from his family at a young age and forcing him to do what he doesn't want.

3. Forms of Child Exploitation in "Young Archimedes":

3.1. Physical Abuse

According to Kemoli et al. (2014), physical neglect can be seen when the child suffers bodily harm as a result of a premeditated effort to harm the child, or brutal discipline or physical punishment unsuitable to the child's age (p.256). As far as the story is concerned, there is no physical abuse to Guido, he was never a subject to brutality and meanness from signora Bondi. And also, non-emotional abuse. In the beginning, Bondi was kind to him at first. The author said, " The Signora, it was true, treated him exceedingly kindly, bought him new clothes, took him out to tea in the Via Tornabuoni and filled him up with cakes, iced strawberryade (sic), whipped cream, and chocolates" (p.254)

3.2. Emotional Abuse & Neglect

Kemoli et al. (2014) have emotional maltreatment, coercive abuse, constant abuse, shaming, humiliating a child, comparison, frequent cries, threats, abuse of children, punishment of the child, limited physical contact with the child, or exposition to violence or abuse. For example, no hugs, kisses or other signs of affection (p.256).

In the short story "young Archimedes", the main character is a traumatized victim of tyranny; started with the way signora Bondi lie when he asked her to go home , the author said:" she put him off with promises and excuses and false promises when she told him " (p. 254) and if you were good and worked hard at your piano meanwhile, next week I will take you home" (p. 254). However, Guido's trauma increased after "she told him that his father didn't want him back." He started thinking that he was not wanted by his family and they abandoned him. His only hope remained in Robin's father he wrote to him a letter but unfortunately, even the letter didn't arrive so he lost his final hope and was traumatized. He occupies his mind that everyone has abandoned and forgot about him even though he was close to them. "poor child became convinced that I too had abandoned him. There was no hope left."

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According to Kemoli et al. (2014) "child abuse as a form of neglect is shown when an able caregiver fails to provide basic needs, adequate food, clothing, hygiene, supervision shelter, supervision, medical care and support to the child" (p. 256)

In the story under study, Signora Bondi failed to give the child full care, by neglecting his love and intelligence in mathematics and his advantage in discovering mathematical theories. He did not support him in his hobby "she made him practice (sic) the piano more than he liked, and what was worse, she took away his Euclid, on the score that he wasted too much time with it". According to the author " Guido didn't like his new life, didn't want to practice scales, pined for his book, and longed to be back with his brothers and sisters"(p. 254)

3.3. Adversity

Adversity can be defined as the experience of a range of stressful life events an individual may live after higher cumulative states of abuse, neglect, loss, and bereavement. In other words, it is the result of many years of distress. The American writer Arthur Golden provides a good definition of the term in his text saying that "adversity is like a strong wind. I don't mean just that it holds us back from places we might otherwise go. It also tears away from us all but the things that cannot be torn, so that afterward we see ourselves as we really are, and not merely as we might like to be" (p.405). what Guido lived with signora Bondi can be considered as adversity.

These traumas do not come only from the obnoxious situations he suffers from, but they are also dictated by his destiny. Guido was only between six and seven years old when he began experiencing foreseeable traumas. the narrator expressed how Guido reacted when he knows that his parent doesn't want him again and when even Robins' father didn't reply to his letter, that sadness was a very heavy thing. the sense of powerlessness, he feels when he lost his last hope and chance "There was no hope left."(255) he felt a pit inside as big and empty as if the whole world empty of people and was sick with anxiety, but of course, we will never be able to escape our own misery. all these factors made him a traumatized child. also was established and developed the idea of death in Guido's mind. He did not succeed to gets through his tribulation.

4. Studying the Shift from Positive Input to Negative Outcome:

In "Young Archimedes", a deep transmutation occurs to the main character Guido from positive genius child to desperate child. At the beginning Guido achieves a high level of maturity and insight. He was strong and self-assured, as well as compassionate with those who surround him although he was poor. After a short period when he went with signora Bondi, the child turned into distrustful child desperate, he could not adapt with his new life, as he lives an unknown present because he went under a dream of a good life but what he lived with Bondi traces a deep psychological exhaustion and make him perceived as he lives more than his age, he was discomfort. Guido was impatient he considers himself in a personal tragedy. And this transmutation led him to a psychological trauma.

In American Academy of Pediatrics Dr Nahil said:

Did anyone tell you I no longer resemble myself? This is one of the indicators after trauma, that a person becomes different from what he was, he may change as the color of water changes if you cast some pigment into it, but the human does not receive dyes but rather painful strokes in his soul.

4.1. Guido's post-traumatic stress disorder

As mentioned in chapter tow People who have post-traumatic stress disorder are suffering from a strong sense, making them feel tense, fear, or depressed, even in safesituations. PTDS can happen to anyone at any age. Response to chemical changes in the brain appears after they are subjected to painful events.

Depression is the most well-known mental illness, which enters a sufferer in a state of despair and a sense of uselessness. Guido gets suicide as the last step in his severe depression because he wants to withdraw from life in all its manifestation: he tends to isolate people, and his daily life activities affected, so he cannot study and practice mathematics, his energy levels decrease, he becomes unable to do the effort.

4.2. The three ES in Guido's character and experience:

4.2.1. Events:

The most important events in this story were about Bondi and Guido, where the author presented the events that Guido lived after and before his transfer to the lady. From the stage of Cutting him of his family, and how she Killing his creativity by applied a policy of temptation to forcing him to play the piano.

4.2.2. Experience:

In this story the main character lived a traumatic experience, where he lived a feeling of abandonment, instability also Feeling of deception, and perfidy, in addition, the experience of being far from his family gave him the feeling of deprivation.

4.2.3. Effects:

After all, signora Bondi's temptation Guido became afraid to ask for help, he was having difficulties dealing with the mental pressures and burdens of everyday life. This results in a depressed and traumatized child at the end he suicides.

5. Forms and Manifestations of Trauma in the Story:

5.1. Guido's Trauma:

According to the narrator, Guido's trauma was caused by his father especially when he gave up and decided to give him way when he give him to signora " In the end, Carlo gave in. The woman was too persistent and she held too many trump cards. The child could go and stay with her for a month or two on trial. After that, if he really expressed a desire to remain with her, she could formally adopt him." (p.254)

Because he" think that Signora Bondi would make a very good foster-mother for the child. And Carlo was inclined to agree. Besides, he was very fond of the boy"(P. 237).

Guido's shock was caused by Signora Bondi when she dominated, bossed and obliterated his childhood epecially when Signora Bondi notices Guido and seeks to adopt him "But the thing is," he concluded rather gloomily, "that if she has really set her heart on getting hold of the child, there's nothing she won't do to get him—nothing.") Huxley, 1992, p. 237)

Her statements about Guido make it evident that she is more interested in how she can mold him than in the youngster himself. She outlines how she wishes to dress Guido, for example, as if he were a pet or a doll " (p. 238)

When Guido writes them a bizarre letter, claiming that he is living with Signora Bondi and is really upset because she has taken away his mathematical and other books, which she referred to as "distractions." He has lost interest in playing music, despite Signora Bondi's insistence that he spend many hours each day at the piano" But she made him practice the piano more than he liked ". (p. 254). He closes by pleading with the narrator to return to Italy with his family.

When Guido expressed his desire to return home, Signora Bondi informed him that his father no longer want him” when he said that he wanted to go home, she put him off with promises and excuses and downright lies. She told him that she could not take him at once, but that next week, if he were good and worked hard at his piano meanwhile, next week . . . And when the time came, “she told him that his father didn’t want him back. And she redoubled her petting, gave him expensive presents, and stuffed him with yet healthier foods”. (Huxely,1992, p. 254)

Guido's father never visited him because he assumed the Bondi's were still at the beach, therefore he assumed this was true" It was then that Guido wrote his letter to me. Abandoned, as he supposed, by his family—for that they shouldn’t take the trouble to come to see him when they were so near was only to be explained on the hypothesis that they really had given him up—he must have looked to me as his last and only hope. And the letter, with its fantastic address, had been nearly a fortnight on its way. The poor child became convinced that I too had abandoned him"(P.255).

Guido, depressed, pushed himself out a window and was murdered" The face which had been still in its sorrow, was suddenly convulsed; he opened his eyes, and through the tears they were bright with a violent anger. “I shall kill her,” he said, “I shall kill her. When I think of him throwing himself out, falling the air . . .” With his two hands he made a violent gesture, bringing them down from over his head and arresting them with a sudden jerk when they were on a level with his breast. “And then crash (p254)

5.2. Signora Bond’s Husband and His Trauma:

When looking at the family situation between Signora Bondi and her husband , she was the boss . Signor Bondi apologizes excessively when the narrator runs into Signora Bondi's spouse in town one day. He claims he knew the pump would need to be replaced from the start; his wife, on the other hand, enjoys battling with the renters over minor maintenance, and he hopes the couple would forgive them. Shortly after, the couple requests a one-year lease renewal, and Signora Bondi raises their rate by 25% due to “improvements” she has made to the apartment. She finally agrees to take only a 15% raise after lengthy haggling:

Signora Bondi got rid of her superfluous energy, among other ways, by “doing in” her tenants", "I think one ought to treat one’s tenants as handsomely as one can afford to. But my wife”—he lowered his voice— “the fact is that she likes this sort of thing, even when she knows that she’s in the wrong and must lose. And besides, she hoped, I dare say, that you’d get tired of

asking and have the job done yourself. I told her from the first that weought (sic)to give in; but she wouldn't listen. You see, she enjoys it (p.231).

5.3. Signora Bondi's Trauma:

The unfair and unjust family situation that Signora Bondi applied to her husband at home when she was managing all his affairs on her own, she was the one who decided all the decisions about their home without his participation in anything and her control over him due to a state of repression that she exercised over him that may have resulted from trauma She has been exposed to it in the past, or she may have lived in a harsh family environment which reflected negatively on her personality and life in the present in her way in dealing with the people around her.

The same case with Guido when she took advantage of his young age and incompetence, to make him the kind that you want as a doll "Guido didn't like his new life, didn't want to practice scales, pined for his book, and longed to be back with his brothers and sisters".

Signora Bondi, meanwhile, continued to hope that time and chocolates would eventually make the child hers; and to keep his family at a distance, she wrote to Carlo every few days letters which still purported to come from the seaside (she took the trouble to send them to a friend, who posted them back again to Florence), and in which she painted the most charming picture of Guido's happiness." (p. 254)

5.4. The Reflect of Childhood Trauma on Guido:

According to the cognitive development in children who have suffered trauma, exposure to trauma is frequent among children who have been placed in care, and there is rising interest in the special needs of these children. While children in foster care are more likely to have experienced trauma, they are also more likely to have been exposed to a variety of other circumstances that may have influenced their cognitive development. The same situation with Guido when signora Bondi stand in opposed to Guido's innate inventiveness true passion, with math, and dresses him up to her liking" (p. 254)

Children who are placed in out-of-home care are likely to have faced a variety of challenges in their early years as trauma, abuse, neglect, that are just a few of the adverse circumstances that practitioners are familiar with (McLean,2016). According to the Adverse Childhood Experiences research(ACE), this type of exposure is linked to a variety of negative physical and mental health effects in adulthood

Chapter three: The Traumatic Character In Aldous Huxley's "Young Archimedes"

McLean, (2016) states that many children in care have cognitive vulnerabilities as a result of childhood exposure to unfavorable and traumatic experiences. Children in out-of-home care have higher behavioral and mental health difficulties than children from similar backgrounds who are not placed in care; Guido is no exception who is caught in a situation beyond his control when Signora Bondi falls in love with him and raises him as a child, dressing him up as a doll or toy and wanting to make something out of him, despite her disinterest in him also when she persuades the boy's parents to let him live with her since she claims to be wealthy and would be willing to help him. She also plays with the emotions of the parents, although the parents are completely unaware of what is going on with her child in Signora Bondi's residence. And how the narrator warns Guido's parents that should be wary of her". The situation in which Huxley's protagonist find himself mirrored the frustrations of many Europeans at the time. Guido's world is a microcosm of European history at the time Huxley was writing. Guido is also a symbol for the everlasting struggle between intellect and instinct, or between regimentation and unbridled brilliance. Standing in opposition to Guido's natural creativity are such figures as Signora Bondi herself and the fascist government to which repeated allusions are made in the story.

Although the description of complex trauma resonates with many practitioners, it has yet to be accepted as a formal diagnostic category by mental health professionals due to a lack of rigorous evidence in support of complex trauma as a construct, as well as a paucity of evidence in support of interventions for complex trauma. Unfortunately, children who fulfill criteria for distinct post-traumatic stress disorder have been included in published research described as proving the effects of complex trauma, rather than children reared in the context of maladaptive care" When Guido expressed his desire to return home, Signora Bondi informed him that his father no longer want him. Guido's father never visited him because he assumed the Bondi's were still at the beach, therefore he assumed this was true. Guido was died after he hurled himself from a window in desperation and ending his own life. It is, however, too late to save him.". This isn't to say that complex trauma isn't a viable concept; it just means that there isn't much actual study on it. Researchers have yet to agree on how to define and assess complex trauma in order to generate an evidence foundation for treatments.

Conclusion

Based on the stages' analysis of Guido's character reduction from maturity, positivity, and intelligence to the hopeless, moody, and desperate boy. it is apparent that Guido reached the last stage of despair, the psychological disorders experienced by Guido because of signora Bondi's lies and bad news about his family. Moreover, Bondi kept him away from his ambition she introduced him the idea that his father does not want him also he didn't receive a reply to the letters that he sent to his family he didn't know that the letter was not sent because of Bondi.

Finally, Guido's post-traumatic stress disorder was negative as he was in the stage of depression and committed suicide at a young age under the influence of rejection trauma.

General Conclusion

General Conclusion

Archimedes' little story reflects Aldous Huxley's interest in European history at the time. He tells through the events of his characters the frustration experienced by many Europeans in a work of fiction that exposes the global conflict between intellect and instinct, and between rigor and unrestrained genius by adopting Florence as a framework for comparing northern European thought with European instinct Southern. Looking at the negative side of childhood traumas resulting from exploitation in Archimedes' short story, drawing on ideas spun by Franco et al. (2020). It is often applied to understand PTSD. Shock is a dose-response theory. According to this theory, childhood trauma increases the risk of mental and physical illness, and psychological influences interacting with environmental factors may be the root cause of the increased vulnerability. In pediatrics, adverse childhood experiences (ACEs) have been described as important public health challenges. ACE includes violence, neglect, and family disturbance. Increased susceptibility to ACE is closely related to countless poor outcomes, such as poor school preparation and premature death.

The negative impact of trauma on the child and reviewed the circumstances causing this, indicating its repercussions on his personality and behavior on himself in particular and on the people around him in general, taking the main character as a case study to conclude with the idea that trauma is a very dangerous reflection on children in fact, as It is explained in this theory that trauma can affect children's cognitive language development, identity, and cognitive development. The "*Young Archimedes*" short story is the appropriate text for examining some of the different forms of exploitation that a child may encounter. As stated in the script, the main character faces traumatic events in his life such as family disintegration, exploitation, and control, which brought him to a state of anxiety, frustration, depression, and despair that eventually led him to commit suicide. Guido is a symbol of life's struggle. He suffers greatly from traumatic life experiences to create a scene in which he lives the last phase of his life. This situation may encourage the reader to realize the seriousness of trauma to the child and the negative role of suffering in the weakening of society. As mentioned above, the theory and text under study are appropriately applied as stated in the analysis. Together, the two validate the claim that suffering impedes the human spirit from seeing, justifying the vulnerability of some victims in society. Ultimately, our study treated Young Archimedes from a psychological perspective. This view is not the only current aspect of the narrative as other interesting themes may build good researchable works.

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