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***Autobiographical Elements in Charles  
Dickens' S David Copperfield***

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## *Dedication*

*Praise Allah who has guided and helped me  
I dedicate this work: To the soul of my father,  
my beloved Mother , Allah protect her, for her sacrifices ,who is  
very dear to me in fact;*

*And from my deep heart to all my brothers and sisters, Fadila,  
Hayat,Dassi, Abd elbasset ,Djhamal,Karima, Fouzia , Brahim and  
Omar and to all them family without exception any one.*

*To all my teachers from the first steps of my study in the primary  
school until now, who enlightened my mind by the knowledge and  
culture. To all my best friends and all who share with me happy time  
at university during years of my study*



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*In the name of Allah, Allah who teaches us with pen and teaches human beings what they do not know. May peace be upon our prophet Muhammad SAW, the noblest human being and the teacher of all people in the world. He is a chosen prophet who has most fluent tongue. All praise and gratitude be to Allah having power upon all people on earth, giving the inspirations, health, and power to me, so I can finally finish this Dissertation.*

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# **General Introduction**

1- Background of the study

2- Motivation

3- Problematic

4- Research question

5- Hypotheses

6- Methodology

7- Structure of dissertation

# GENERAL INTRODUCTION

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## 1-Background of the study

The Victorian era is generally agreed to stretch through the reign of Queen Victoria (1837-1901). It was a tremendously exciting period. When many artistic styles, literary schools, as well as, social, political, and religious movements flourished. It was a time of prosperity, broad imperial expansion, and great political reform. It was also a time which today we associate with "prudishness", and "repression". Without a doubt, it was an extraordinarily complex age that has sometimes been called the Second English Renaissance. It is, however, also the beginning of Modern Times.

The Victorian Age was a time of exceptional achievements in science and industry, and great changes took place in the way people lived, worked and travelled. The train replaced the coach, electricity was used for lights and a greater variety and quantity of products were available on the market. This kind of progress was made possible because of the Industrial Revolution, which took place in England between the late 1700s and the 1800s. During the Industrial Revolution people who lived in the country and worked on farms began going to big cities to work in factories.

Contrast between social unrest, with related moves towards change, and the affirmation of values and standards which are still referred to values, is an essential part of the paradox of the age. (India272) the Victorian period was a transitional period and an important one of English literature. It dealt with the contemporary issues and problems of the day including social economic, religious and intellectual subjects, troubles surrounding the industrial revolution,

The literature in this age makes a transition between the writers of the romantic period, and the very different literary of the 20th century. Poetry was the main literary form in the Romantic period but in the 19th century. The novel became the leading form of literature in England. The successful historical novels of Sir Walter Scott Then, Charles Dickens (1812-1870) who changed the theme of the novel, focusing on the social problems of that time, through his different works. The Victorian writers such as, Thackeray, George Eliot, Elizabeth Caskell, Trollop, Thomas Hardy and Charlotte Bronte, Emily Bronte, are the names that first come to mind of the reader, when thinking about Victorian literature. They try to express the soul of the age, and they attempted to show the Victorian reader that there were enormous problems belied the beautiful picture of successful Victorian.



## GENERAL INTRODUCTION

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Dickens wrote various novels; beginning with *Sketches by Boz* (1836) and ending with *The Mystery of Edwin Drood* (1870). He is often regarded to be one of the greatest English novelists. His works played a tremendous role in the implementation of social policies that changed the lives of the poor. Apart from his works, Dickens' active involvement in promoting social reforms raised public awareness in the fight against poverty, deprivation of education, child labor and prostitution. So, Dickens was a great social reformist as well as a great social critic of Victorian period. Many of Dickens' novels are a relation of his life. Dickens seem to convey his personal experience, and his feeling by using autobiographical elements; like in his works *Oliver Twist*, *Great Expectations*, *Hard Times* and, *David Copperfield*.

The novel *David Copperfield*, or "The Personal History and Experience of *David Copperfield* the Younger". Dickens worked on "*David Copperfield*" for two years between (1848 and 1850). Our novel originally appeared in serial form, first published as a novel in 1850. *David Copperfield* is the hero of our novel, but is not only hero and center character. He is also narrative that Dickens uses and from which he presents his world, his experience and his feeling is the first person narrator. Many elements of the novel follow events in Dickens's own life. It is Dickens' most autobiographical work. A classic bildungsroman that traces a boy's struggle to find his place in the world, and to his "undisciplined heart." Through it Dickens confronts the most painful time in his own life. His experience working at a blacking factory, when he was 12. Like *David*, who calls it "a period of my life, which I can never lose the remembrance of," Charles Dickens (who shared the same initials as *David Copperfield*—D.C.—but reversed—C.D). believed that this one experience marked him forever, which perhaps explains why there is a helpless or persecuted child at the center of so many of his novels. But in *David Copperfield*, which follows *David*'s journey from birth to a successful adult life as an author. It is *David*'s ability to use memory to make sense of, and integrate all his experiences. Whether happy or painful, that makes him, in the end, truly "the hero of his own life."

### 2- Motivation

Dickens is known for his truthful depiction of the life. Event of his creation of realistic character, and his life seem to be reflected in his novels. For this reason I'm going to investigate common aspects, between Dickens and his hero *David Copperfield*. My investigation aims is not only at unveiling this area, but also to carry out the novel, as a picture of Victorian age; also observation, and suggestion that may be useful for first year master students as this novel is part and parcel of Algerian literary curriculum.

## GENERAL INTRODUCTION

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### 3- Problematic

Closely reading at Charles Dickens's novel. We find that it is more autobiographical than pure fiction. In this novel Dickens is concerned with the truth of his own feeling. The value of the feeling he never questioned; it is taken for granted because they are his own. As a novel derives at last match for literature as from life. So, is *David Copperfield* by Charles Dickens not only work of intrinsic literary qualities, but also in relation of Dickens's life.

### 4- Research question:

Dickens confessed, that: "I'm found parent to every child of my fancy, and that no one can ever love that family as dearly as love them, but like many fond parents, I have in my heart of hearts a favorite child, and his name is *David Copperfield*". that witch make me raise the following questions :

\_ To what extent Dickens's life had influenced the content of the novel "*David Copperfield*"?

### 5- Hypotheses

I hypothesize that, *David Copperfield* by Charles Dickens is not only as fictional novel, but also relation of his life. Dickens seems to convey his personal experience, and his feeling by using the autobiographical element.

### 6- Methodology:

It would be unthinkable to indulge in this avenue of research, without collected data. primary data, it's about to select, English novel *David Copperfield*; one of the literary works written by Charles Dickens, and headlight about "Oliver twist", "Great expectation" and "Hhard times". The secondary data will be collected from other books, articles of Journals, letters; When I selected biography of the author, and general background of him (social, historical, and Psychological context, also the thematic analysis, of Dickens autobiography element in *David Copperfield*, by to apply psychoanalysis approach, which helped me to

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analysis the psychological of character , *David Copperfield*, and its relation with the author Charles Dickens.

### 7- Structure of dissertation

In order to investigate if *David Copperfield* is an autobiography elements . The present work will be divided into three main chapters .The first chapter aims at giving the reader an overview on the history , social ,and literary background .The second chapter is about an autobiographical novel ,and Dickens's life in his works, "Oliver twist" , " Great expectation" ,and " The Hard time". While the last chapter deals with the corpus analysis; in which I applied Autobiography, and psychoanalysis approaches to analyze the psychology of the character *David Copperfield*. When I explain if the *David Copperfield* is the alter ego of Charles Dickens. also It helped me to understand the commonness between Charles Dickens and *David Copperfield* which deal with childhood pain , his experience in the family , and to explain the emotion and feeling of *David Copperfield* ,when he loves his mother so much, and he hates the stepfather it about the oedipal conflict by Freud, in later to interpretation of *David Copperfield* love is about to satisfy his desire .

# Chapter One

**Historical ,social ,and literary background**

# **Chapter one :Historical ,social ,and literary background .**

Introduction

1 . Historical Background

2. Victorian society

2 .1 Upper Class

2. 2 The Middle Class

2. 3 The Lower Classes

3 . Victorian literature

3 .1.The novel in The Victorian age

3.2.Realism

Conclusion

**Introduction:**

The Victorian age is a period of rapid changes in the fields of politics economics, and sciences; therefore it can be described as an age of transition. These transition contributed to the emergence of many novelists, poets, play wrights ,and other writers who were the outstanding figures of English literature. In this chapter, I will review the historical background ,and the social context, of the Victorian age becomes it had on impaction on Dickens production , and the interaction between realty with fiction , also I will give review of English literature in this period.

**1 . Historical Background**

"The Victorian era was the period of Queen Victoria's reign from June 1837 until her death on the 22nd of January 1901 ". ( Cuddon1992) . The era was preceded by the Georgian period and succeeded by the Edwardian period. The latter half of the Victorian era roughly coincided with the first portion of the Belle Époque era of continental Europe and the Gilded Age of the United States .( *Oakland* 1998)

In the early Victorian age in 1837 the monarchy was not popular and the population of London was about two million inhabitants, but at the end of the period in 1901 the population had increased into 6, 5 million and Britain became the richest manufacturing country in the world (Carter and McRae 271). But, unfortunately there were several events that ended this success such as the Crimean war (1854-6) ,the Indian Mutiny of 1857,and the death of Queen Victoria's husband in 1861, which led the Queen to be widow for forty years and make several protests against the monarchy (Carter and McRae 125).

The Victorian era was a long period of prosperity for the British people as Victorians appear to be the British people contemporaries in different ways . Even the lower classes enjoyed higher wages ,and improving social conditions . Johan Oakland said: at the end of the eighteenth century Britain had long been established as a world trading power, and its wealth was based on the payments that it received for its exported goods . (Oakland 116 ).

English trading ships dominated the seas . Rapid development of railroads improved mercantile transport on land, and English imperialism spread England's economic dominion all over the globe. England had been first to industrialize, and since the major European powers were preoccupied with nationalistic wars in Europe during the 1850s and 1860s. England remained the world's leading economic power through most of the 19th century. (Ibid )

The great development of the Industrial Revolution , Although it may have been an era of achievement, and progress, the Victorian age was also a period of doubt ,and anxiety (Pollard 1993), because there were many problems such as poverty, and bad living conditions.

During this period , a number of humble origins moved to positions of wealth, and government ;and the people of working classes in the industrializing cities continued to be appalling, vice, and crime became common place in London , and other cities , and many women, and children were forced into 16hour days in horrible working condition for pitiful wages, so that people lived in unhealthy proximity to pestilential .( Oakland 117 ). Working class, which emerged during the Industrial Revolution, there were limited educational opportunities for children; therefore, it was better for them to work. Child labor was an integral part of the system as the children were paid low than adults .( Ibid ).

Child labor is the employment of children under the age of eighteen working under conditions which harm them physically, mentally, and morally ( Makati 88 ). Paul tell us : In1867 the first move was made to introduce free and compulsory education for children. In fact social improvement and political reform acted on each other throughout the century to change the face of the nation almost beyond recognition (144).

Ideologically, the Victorians experienced fundamental changes. The rapid development of science and technology, new inventions and discoveries in geology, astronomy, biology and anthropology drastically shook people's religious convictions. The religious collision that started from the early nineteenth century continued and was intensified by the disputes over evolutionary science(Davis 2006)

In the other hand, the Victorian period also witnessed a deep religious thinking that reflects in a wide range of attitudes in helping the poor and fighting for reform ( Grellet 106 - 107). This situation evoked sympathy and a desire for social change in writers like Charles Dickens. Through many of their works, these writers revealed their commitment towards their social environment during the nineteenth century.

Even though the Industrial Revolution brought an economic boom to the middle class segment of Great Britain and the rest of Europe through the emergence of the capitalists ( Oakland 117) ,it crushed the poor whose existence was overshadowed by the success of the middle class .

## 2. Victorian society

When Victoria ascended to the throne, Britain was essentially agrarian and rural, but by the time of her death, the country was vastly urbanized and largely industrialized. During the Industrial Revolution, the Victorian society consisted of a hierarchical structure (Pamela 25). In early times, hierarchies based on wealth, the ownership of property, aristocratic privilege, and political power were rigidly adhered to, and resulted in a big gap between the rules and the ruled. (Oskland 201). Comprising of the upper class, followed by the middle class, the working class and the impoverished under class. These different social classes could be distinguished by inequalities in areas such as politics, authority, wealth, education, culture, working and living conditions (Makati 25). Members of the lower class were perceived as irrational, immature, superstitious, brutal, and filthy. Due to the powerlessness of the lower class members, they were subjugated to exploitation and treatment similar to that of animals. (Kailash 40).

### 2.1 Upper Class:

The Victorian age saw the emergence of a new kind of social class: upper class, wealthy businessmen, or industrialists, (Ashton 1968).

During the Victorian period, the upper class or landed aristocracy were the first to reap the fruits of the industrial revolution. The development of industrialization did not affect their status except for the better (Hobsbawm). In addition, the growth of the cities and the coming of railways reinforced their social and political predominance. The upper class monopolized parliament and created a "lobby groups" within the British government. This position, in turn, paved them the way to hold absolute and "exclusive political sway" (Marx 3).

The only way for the upper class to secure the status quo, was to control not only parliament, but also the composition of the church, the civil service, the army, the two greatest universities, Oxford and Cambridge, principle public schools, local administration and justice. This class owed their position to "landed hereditaments" (Harris 100) and to the government which gave them privileges and legitimized their coercive policies. Therefore, property played a crucial role in Victorian Britain, and it was the reason why the upper class enjoyed too much respectability, and enshrined status of railways reinforced their social, and political predominance. Who made huge fortunes housing from the advances in technology. Cliff Castle Keightey is a good example of how the newly rich people preferred to live, and it



was big houses modeled as castle towers, and garden walls and it was surrounded by massive garden and had plenty of servants. (Weiner 1985). The boys from wealthy families attended the best schools, such as Eton or Rugby, to prepare for a profession, girls were not expected to work or prepare for a profession. They were educated at home and learned to play the piano, sing and draw. For many wealthy young ladies life was a continuous round of social activities; they attended special dinners, balls, the opera, the ballet and the theatre. Their ultimate goal was a 'good marriage', which was usually arranged by the parents. (Oakland 1989)

Generally the upper class people were bosses of their respective industries, and thus powerful people (the queen's friends). They had a lot of money but they didn't work very much and had lots of free time, so they went to a lot of events and entertainment

## 2. 2 The Middle Class

Industrialization brought with it a middle class whose increase in numbers had a significant effect on the social strata itself: cultural norms, lifestyle, values and morality. Identifiable characteristics came to define, in particular, the middle class home. Previously, in town and city, housing space was too neighboring or included into the work site, nearly occupying the same geographical space. The difference between private life and commerce was a fluid one distinguished by an informal demarcation of function. The middle classes can be loosely divided into three major groups of people whose way of life centered around industrialism and business, they were people who formed the backbone of the flourishing economy of the nation who lived in the right place at the right time who made use of every available opportunity to rise in life and social position who found that hard work and clear sightedness were essential, who attempted to follow a high moral and ethical code, and who developed as a consequence of their opportune circumstance a unique culture and code of life of their own. (Wendy Rother 1980)

Some of the upper order of this large and constantly changing middle order were engaged in group labeled middle class, were prosperous and wealthy ripening manufactures and industrialists. Many of the middle order were engaged, in education, commerce, law and the trade profession including the raw material industries such as cloth, fabrics, food, timber, and pulp. Those in lower orders of the clergy who were refined and educated and yet lived on very meager incomes, and other small businessmen such as shopkeeper however, to define accurately a complex class of such community, without the use of sophisticated statistical

data, is a difficult task, as best states not all middle class occupations can be neatly picked out. (Wendy rother 1- 2).

The rapid growth of the middle class was part of the enormous rise in the population. In 1815, the population was 13 million, but this had doubled by 1871. This growth and the movement of people from the countryside to towns forced a change in the political balance, and by the end of the century, most men had the right to vote. Politics and government during the nineteenth century became the property of the middle class. However, the working class, a large number of people which had left their villages to become factory workers, had not yet found a proper voice. (Mikanová 2005).

### 2. 3 The Lower Classes:

The lower class was the working class, who worked for the other classes in the generally and they didn't have enough money or industry time to spend on different activities also they named the poor. Professor Tawncy made clear that the problem of poverty was not a problem of individual character, and its way wardens, but problem of economic, and industrial organization. Although the Industrial Revolution brought wealth to industrialists, it resulted in poverty, and distress for the working classes. Spreading though the cramped living conditions (weiner 1985).

The common believed that many of the poor, were affected because of their own perversity even widows and orphans, the the suffers from bad health who were poverty were not in very case regarded as deserving to be seen and provided against such emergency (Ashton 67) Charles Dickens writes about the workhouse, in his novels, his descriptions of the life of crime and misery into which poor people were forced shocked the richer classes, and conditions slowly improved (Mc dowall 132). Entire families lived in small house in cramped street, these houses could have the same toilet facilities and have open suns can be traced to lack of good brick the since of building cods, and the lack of machinery for public sanitation one room, without heating or running water, and often without windows. (weiner 1985). People who couldn't find work or a home often became beggars or criminals. Others lived in a workhouses; terrible places where they did unpleasant jobs in return for a little food and shelter. Unscrupulous employers continued exploiting their workforce, which included children. Children from poor families could not go to school and were sent to work in factories, where they often performed the most dangerous jobs. Many of them sold newspapers, matches or flowers in the streets; others cleaned the streets, people's shoes or chimneys. Hunger, cold and disease were prevalent and killed many young people. (ibid)

we can conclude that “all that glitter is not gold” but positive is heavier than negative it may good overall. But here so many things are good and sufficient that is why the Victorian era has good effect on human being. There were many positive aspects like technology, invention, industrialization etc. but it also left negative effect on the life of Victorian era. .

### 3 . Victorian literature

Victorian literature refers to the body of literary work that was written during the reign of Queen Victoria over the United Kingdom, from 1837 until her death in 1901. Most literary historians consider 1830 as the beginning of the Victorian era. Literature produced up to 1870 is usually called early Victorian, while everything produced after that year is often referred to as late Victorian. (Gale 2011). Firstly the main concern of literature was in the belief that literature has a mission to expose social problems and to raise people's moral consciousness and this was achieved by the novel as a dominant genre of representation and as a major form of public entertainment (Grellet 107). The outstanding novelists were Dickens, Thackeray, George Eliot and Trollope. The famous poets during this time were Tennyson, Matthew Arnold and Robert Browning .Secondly, in the late Victorian literature which appears in the end of the century. It gave another mission to literature where there is social and political unrest which resulted in an increase in doubt and anxiety. It appears as a reaction against the earlier Victorian view that art should serve a moral or social purpose that is they revolt to art for art's sake. In short, literature is considered as a great art, vital and important in our modern civilization. (Carter and McRae 1996).

the Victorian Age of literature has a character of its own, at once brilliant, diverse, and complex. It is an age peculiarly difficult to label in a phrase; but its copious and versatile gifts will make it memorable in the history of modern civilization. The Victorian Age, it is true, has no Shakespeare or Milton, no Bacon or Hume, no Fielding or Scott—no supreme master in poetry, philosophy, or romance, whose work is incorporated with the thought of the world, who is destined to form epochs and to endure for centuries. Its genius is more scientific than literary, more historical than dramatic, greater in discovery than in abstract thought.(Harrison 3).

The Victorian literature expressed the fusion of pure romance to gross realism. Though, the Victorian Age produced great poets, the age is also remarkable for the excellence of its prose. The discoveries of science have particular effects upon the literature of the age .The Victorian era served as a transition between the Romantic period and the literature of the twentieth century (Gale 2011). The Victorian literature speaks for an age which witnessed incomparably greater changes than any that had gone before in all the conditions of life

material comforts, scientific knowledge , intellectual and spiritual enlightenment( Fletcher 137 ) . Victorian writers tried to fulfill their commitment turning their attention to the ‘condition-of-England question’ (Coote, 1993). They attempted to show the Victorian reader that there were many abuses behind that fascinating scene of their social environment. The Victorian period is an age of intense activity in literature, particularly by novelists and poets, essayists and philosophers(Cuddon, 1992). British writers commanded the Victorian era, also popular were writers from France, the United States, and Russia, among other countries (Gale 2011).

That which in England is conveniently described as the Victorian Age of literature has a character of its own, at once brilliant, diverse, and complex. It is an age peculiarly difficult to label in a phrase; but its copious and versatile gifts will make it memorable in the history of modern civilisation. The Victorian Age, it is true, has no Shakespeare or Milton, no Bacon or Hume, no Fielding or Scott—no supreme master in poetry, philosophy, or romance, whose work is incorporated with the thought of the world, who is destined to form epochs and to endure for centuries. Its genius is more scientific than literary, more historical than dramatic, greater in discovery than in abstract thought.( Harrison03).

### **3 .1.The novel in The Victorian age:**

Victorian period can be considered the golden age of the novel .It is present a documentary picture of life. Alongside the fact that novels look at the people in society, the other major characteristic of the genre is that novels tell a story. Most of novelists focus on the tension between individuals and the society in which they live, so that the novelist tell, and describe the social life and society. For many people, a literary work becomes a way to deliver a message about the truth, about what is good and what is bad. There is a clear message delivered delicately in the literary work. . (Ayuningtiyas 2007)

The 19 century novels frequently published their work in installments in literary magazines, and periodicals. Condition of England’ novels sought to engage directly with the contemporary social ,and political issues with a focus on the illustration of class, gender, and labor relations, as well as on societal turbulence ,and the growing animosity between the rich and the poor in England. Even a superficial glimpse at the history of the early Victorian writings unveils that many writers shared a particular concern: the social consequences of the Industrial Revolution in England at the beginning of the nineteenth century.( Cater and Mcrae2004).

Victorian Age novels during the Industrial revolution all share some common characteristics: The detailed documentation of the suffering of the poor, the reproduction of working class speech through dialect, criticism of the effects of industrialism, the discussion of contemporary reform movements like Chartism, and Utilitarianism, and some attempt at a solution to social problems. Frequently the plot is revolved around a sensitive protagonist, usually male, whose moral, intellectual, or emotional development spans. Over the course of the novel, and whose romantic attachments are troubled, and conflicted It is generally agreed that the canonical 'Condition-of-England' novels include Benjamin Disraeli's *Coningsby*, and *Sybil*, Elizabeth Gaskell's *Mary Barton* North and South, Charles Dickens's *Dombey* ,and *Son*, and *Hard Times*, Charlotte Bronte's *Shirley*, and Charles Kingsley's *Alton Locke*, and *Yeast*. Apart from these, mention should be made of the contribution of early Victorian female writers, including Frances Trollope, Charlotte Elizabeth Tonna, and Harriet Martineau, who wrote fictional narratives in order to expose social ills in a developing industrial society. (India 2008).

On the other hand, there were subclasses of the novel which are autobiography novel like in Dickens 's work *David Copperfield* ; It is the most autobiographical of Dickens . Johan forester in his book *The life of Charles Dickens* about *David Copperfield* say that: To be acquainted with English literature is to know, that, into its most famous prose fiction, autobiography has entered largely in disguise, and that the characters most familiar to us in the English novel had originals in actual life( Ibid).

There were other identified subclasses of the novel which are based on the differences in subject matters like the Bildungsroman novel. This kind of novel denotes a "novel of formation" or "novel of education." The subject of these novels is the development of the protagonist's mind and character, in the passage from childhood through varied experiences, and often through a spiritual crisis- into maturity, which usually involves recognition of one's identity, and role in the world ( Bose193 ). Like in Dickens *David Copperfield* and *great expectation* are among the most famous examples . The main concern of these novels was the relation of the individual to society ,in particular the way the individual could find his or her place in society through compromise ,and degree of conformism .(Khtherine and Scurletis 2009). Furthermore, the development of the novel in 19th century was an extraordinary episode in literary history, because during the Victorian era there was a very large readership for fiction drawn from all classes (Grellet 108).

The epistolary novel is a type of first-person narrative, but it has certain special features not found in the more familiar autobiographical mode. Whereas the story of an autobiography is

known to the narrator before he starts, letters chronicle an ongoing process; or as Richardson put it: "*Much more* lively and affecting. . . must be the style of those who write in the height of a *present* distress, the mind tortured by the pangs of uncertainty . . . than the dry, narrative unanimated style of a person relating difficulties and danger surmounted can be . . . "(Loudgr23)

Victorian period. saw the steady emergence of a real literature for children, either for their instruction or entertainment. Thus, the child became either the central subject and/or object of a many of writings. Children became symbols of hope and childhood was seen as synonymous to new beginnings. Such was the case in Charles Dickens's *The Great Expectations* (1860 – 61). Naturally, the child in Dickens grew to be the incarnation of spontaneity, love, and innocence on the background of the ugliness, squalor and inhumanity of industrial London. Dickens offered his readers a view through the child's eyes, creating a palpable experience of childhood. Indeed, many of his novels bear the names of children – *Oliver Twist* (1837 – 39), *Nicholas Nickleby*(1838 – 39), *Dombey and Son* (1846 – 48), *David Copperfie* (1849 – 50), *Little Dorrit*(1855–57). (retrieved from internet, - Childhood-Margarita\_Georgieva. )

Early Victorian writers had already written works that were later recognized as feminist literature. Feminism is the women's quest for recognition, power and authority, and, it attempts to relate ate women beyond the confines of their patriarchal society . Victorian feminism was the women's struggle for equality in the Victorian society in the political, social and economic aspects that regimented life. Victorian feminism plays a major role in impacting the writings of Victorian writers, both male and female.( Makati2008) The three Brontë sisters, Charlotte, Emily and Anne, were able to change the way the novel introduces the female character (Carter and McRae, 1996). They wrote about women and their struggles in the Victorian society (ibid.). Charlotte's works include *The Professor* (1857), *Villete* (1853) and her finest novel, *Jane Eyre* (1847) (Thornley and Roberts, 1984). Charlotte's sister, Emily, wrote one of the greatest English novels, *Wuthering Heights* (1847) (Craik, 1993). The youngest sister, Anne Brontë, wrote *The Tenant of Wildfell Hall* (1848) with an unusual female character and involving complex relationships ( ibid )

.Dickens representation of the female characters is a portrayal of the Victorian ideologies and ,perceptions towards women. Unlike the other novelists of his time who strongly promoted the Victorian gender constructions through their writings, Dickens subtly criticizes the treatment of women by the patriarchal society. (Makati 58)

Charles Dickens is generally considered to be one of the great English novelists, and he is one of the few whose works did not become unpopular after his death. (Thornley and Gwyneth 120). Dickens succeeded in keeping his readers interested in the weekly installments of the novel by means of colorful characters, boldly contrasting scenes, and vigorous plotting. Although I have mentioned that Dickens addressed his reading public in simple unambiguous terms (Makati 2008), Dickens set out to attack some specific abuse or abuses existing towards children, and women during the Victorian era. During the Industrial Revolution, the Victorian society consisted of a hierarchical structure comprising the upper class, middle class and working class (Kailash 1). Dickens's scope extends greatly during the 1850s, from the concentration on the individual hero to examinations on the individual hero to examination of society, the low, industrialism, trade unions, historical ideals (A Tale of Two Cities, 1859) and on to the reexamination of the semi-autobiography concerns of *David Copperfield* in the ironically titled *Great Expectations* (1860-61) (Carter and McRae 275)

Dickens wrote many novels, starting from his first successful novel was the *Pickwick Papers* (1836-7). *Pickwick* came out in part and gave English literature some of its most charming and amusing (Thornley and Roberts 120).. also he wrote historical novels *Barnaby Rudge* (1841), and *A Tale of Two Cities* a story of French Revolution, and of events in London at the same time (ibid). and *The Christmas Carol* (1843) is the story of a bad character who improves his behavior after a ghost tells him the manner of his death; also *Hard Times* (1854) is set in industrial surroundings where Gradgrind's children are brought up among hard facts and without any help for the spirit. (ibid)

*Great Expectations* is the most unified and concentrated expression of Dickens' abiding sense of the world, and Pip might be called the archetypal Dickens hero. Although Pip is a radically different hero from Scrooge, *Oliver Twist*, Amy Dorrit, or other more typical Dickensian protagonists, he embodies characteristics of Dickens' thought in extremely vivid and complex form. Pip's story of identity formation in a nineteenth century English context demonstrates how Dickens' life and writings, influenced by spurious and inconsistent theological beliefs, express the idea that sin is largely social rather than personal, and that therefore redemption is a secular rather than a religious concept, illustrated in two different ways in the multiple endings to *Great Expectations* (Christiph 2009).

Charles Dickens wrote *Oliver Twist* in order to show to what it was like to live in 19th century London. The novel emphasizes three essential points of his period, the poor, law Amendment Act of (1834) as will show in later chapters. The workhouse system and

criminal environment of the time. He simply shows the suffering caused by these approaches and their deep inequities (Didelyte and A-profs 2008).

David Copperfield (1849- 50) is one of the most popular of his novels . It is based on Dickens life (Thornley and Roberts 120). a story of growing up, that takes the protagonist from early childhood to early middle age. It is a story of the development of a writer, but it is also a portrait of Victorian England at mid-century with a host of characters designed to show various social features, for example, class structure, the penal system, the education available for poorer children, and the sundry forms of child labor and abuse. A novel of social protest, *David Copperfield* examines social problems while in certain particulars it relates the story of Dickens's own development into adulthood and into his life's work as a writer.( retrieved from internet, David Copperfield eNotes ).

Furthermore, authors like, William Makepeace Thackeray, Anthony Trollope, George Eliot, Charlotte Bronte, and Thomas Hardy together are the names that first come to the mind of the reader when he or she thinks of the Victorian novelists. Despite of all their differences, they have much more in common, that they share a special climate of ideas ,and feelings ,and penned works that became popular (Grellet 205). Moreover, they try to fulfill their commitment through expressing “the spirit of the age with all the resources of imagination, feeling and thought” (Pollard 10 ).

Dickens's interests with the social problem of his time caused other novelists who learned from him, and continued to deal with social concern in their writing (Coote 473). One of the most important authors supported by Charles Dickens was Elizabeth Gaskell (1810-1866). In her novels, *Mary Barton* (1848) and *North and South* (1855), Gaskell tries to depict the reality of the Victorian times (Kettle, 1996).

The Victorian novel became more successful than poetry in setting connection with some of the practical interests of the era ((Carter and McRae, 1996). With such Victorian novels, especially those written by Dickens.

### 3.2.Realism

In Britain and France, realism originated as a movement antonymous to the Romantic Movement of the eighteenth century which placed much emphasis on the idealistic representation of life in literature and art. The French realists Flaubert and Courbet identified realism as “a tendency to suppress sensibility, imagination, and thought; and, finally, abstinence from the excesses of romanticism” It was in 1856 that the French school of thought consecrated realism as a literary term. (Makati 37). A ‘realist’ model established in



the eighteenth century, in which narrative is held to be capable of providing a direct imitation or equivalent of life .(Parsons22)

Realism is a literary term which is so widely used as to be more or less meaningless except when used in contradistinction to some other movement, such as Naturalism, Expressionism, Surrealism. The original definition of realism by Sir P. Harvey was "a loosely used term meaning truth to the observed facts of life (especially when they are gloomy)." Realism has been chiefly concerned with the commonplaces of everyday life among the middle, and lower classes, where character is a product of social factors and environment is the integral element in the dramatic complications.( Drabble 833 ).

Realism in literature is an approach that attempts to describe life without idealization or romantic subjectivity. Although realism is not limited to any one century or group of writers, it is most often associated with the literary movement in 19th-century France, specifically with the French novelists Flaubert and Balzac. In the drama, realism is most closely associated with Ibsen's social plays. Later writers felt that realism laid too much emphasis on external reality. Many, notably Henry James, turned to a psychological realism that closely examined the complex workings of the mind (stream of consciousness). ( <http://shodhganga.inflibnet.ac.in/bitstream> )

Mirieke Schipper defined realism in the book of New literature history as : The nineteenth century associates Victorian period with a realist works attempt to represent the world ,and the mind, it strives to reflect the Victorian world with its social concerns and should aim to express the personal private emotions of the writer, and define what would be real in literary fiction (Mulder, 2012). Ian Watt, defines the classic realist novel as based in :

‘the premise, or primary convention, that the novel is a full and accurate report of human experience’ and ‘therefore under an obligation to satisfy its reader with such details of the story as the individuality of the actors concerned, the particulars of the times and places of their actions, details which are presented through a more largely referential use of language than is common in other literary forms’ ( Parsons23 ).

So, realism is a narrative technique in Victoria "reality" is experienced and expressed by artists and writers in different ways. Reality and knowledge about it are socially determined and therefore relative. The aim of the realistic writer is constant: to write, with respect to the valid norms of his time, more veraciously and to put reality more directly into words than his predecessors have done. The word realism, however, has been so randomly applied to all sorts of texts and Realism does not just mean "true to the hard facts." It is not possible to determine it quantitatively in the sense- of the- more facts in a text, the more

realistic the text will be. What is true is not always probable (in the sense of credible) — and therefore realistic — in the eyes of the reader, who uses his own experience of reality as a touchstone. (Ibid)

Modern criticism frequently insists that realism is not a direct or simple reproduction of reality (a 'slice of life') but a system of conventions producing a lifelike illusion of some 'real' world outside the text, by processes of selection, exclusion, description, and manners of addressing the reader. In its methods and attitudes, realism may be found as an element in many kinds of writing prior to the century ago (<http://shodhganga.inflibnet.ac.in/bitstream> )

Realism, a style of writing that gives the impression of recording or 'reflecting' faithfully an actual way of life. The term refers, sometimes confusingly, both to a literary method based on detailed accuracy of description and to a more general attitude that rejects idealization, escapism, and other extravagant qualities of romance in favor of recognizing soberly the actual problems of life. (Ibid)

Sir Walter Scott, in 1815, identified Victorian realism in Jane Austen's novel *Emma* when he claimed that the English novel had developed a new style — writing that focused on the values, and practices of the lower classes: "The narrative of all her novels is composed of such common occurrences as may have fallen under the observation of most folks; and her dramatis personae conduct themselves upon the motives, and principles which the readers may recognize as ruling their own and that of most of their acquaintances. The kind of moral also, which these novels inculcate, applies equally to the paths of common life." (Market37)

Watt argues that the characters in a novel owe their individuality to the realistic presentation. "Realism" is expressed by a rejection of traditional plots, by particularity, emphasis on the personality of the character, a consciousness of duration of time and space and its expression in style. (retrieved from internet, Childhood in English literature. )

the Rejection of traditional plots in which the Novels differ from earlier narrative fiction in a certain freedom from stereotypes in plot, character, and names. Traditional literary formulas rejected. Refusal to follow set patterns - independence from traditional notions of the "universality" of human nature and human rituals. And the Self-consciousness, about innovation, and novelty, although they are often anxious, like Fielding, to claim a place in literary tradition, novelists frequently insist on their originality. "Oddity" of Tristram Shandy compared to traditional literary forms. Also the Particularity. Manifests itself most strongly in characterization and presentation of background. "... the novel is surely

distinguished from other genres and from previous forms of fiction by the amount of attention it habitually accords both to the individualization of its characters, and to the detailed presentation of their environment." (18) Break with tradition in giving characters realistic rather than allegorical names (although "telling names" were still used extensively. Emphasis on personality of character, consciousness through duration in time - interpenetration of past, and present self-awareness. Function of memory. Previous attitude more a-historical, e.g. Shakespeare's use of historical setting. Striking lack interest in day-to-day temporal setting. (<http://www.lit-arts.net/Behn/novel.htm>)

According Watt analyzes the time influences a character as far as "past experience" is the "cause of present actions" .Personal development, thoughts and changes are dependent on the flow of time. In earlier prose fiction in the Middle Ages, timelessness and "a-historical" aspects like death and eternity supported the universality of a work, while the novel shows that the "timeprocess" has "effects upon characterization". (retrieved from internet ,Childhood in English literature ).

About the author's point of view toward reality ; in the book of New literature history Mirieke Schipper say :There are two main possibilities: (1) He believes in the existence of reality in itself as a object of knowledge, and he feels confident about knowing an represent it even better than other writers have done before him. (2)He does not believe in the existence of objective reality. Such is the case in Western Europe, where there has been a growing uncertainty among writers and intellectuals about the human possibility of objective perception since the beginning of the century. Langue according to the latter, seems inadequate and insufficient to imitate "objective" reality ( 560).

As a result, the writer fixes his attention on his own person: he believes that the only reality left is the one he experiences in his own consciousness. The intersubjective dimension gets lost in the view of such authors who no longer believe in the possibility of describing the world outside. They withdraw into a personal consciousness without any concrete reality context (Ibid).

Victorian realism greatly influenced Charles Dickens as noted in his creation of familiar characters with whom the reader can relate. For example, any industrial worker is able to identify with the plight of The Hands' living and working conditions in *Hard Times*. ." The German realist school of thought is similar to Scott's identification of Victorian realism. Theodore Fontane, a German novelist, praised realism for its respect of the unsubstantial

details of life, its capacity for emotional empathy and the compassion of the presentation of actual life .( Markat2008)

Casanova, T. E. Lawrence, and Winston Churchill were people in real life, but their biographies demonstrate that truth can be stranger than literary realism It is more useful to identify realism in terms of the effect on the reader: realistic fiction is written to give the effect that it represents life and the social world as it seems to the common reader, evoking the sense that its characters might in fact exist, and that such things might well happen. ( Abrams 260)

Arnold Kettle remarks as Victorian novel is characterized by realism that the novel by its very definition “is a realistic prose fiction, complete in itself and of a certain length” wherein the word ‘realistic’ is meant to ‘indicate’ relevant to real life as opposed to... ‘Romantic’ . . (ttp://www.academia.edu intern ).

### **Conclusion:**

The Victorian novel was a vehicle which writers used to bring social criticism. It was a source that gave the reading public a clear picture of what was happening during the nineteenth century. Thus it can be concluded that the Victorian novel was a realistic depiction of England and the rest of Britain in the industrial era. The novel was a new form that was developed from , Dickens’ novels have some elements such as dialogue which enables the reader to identify the personalities of the characters in the texts ,and to understand the symbolic role of each character. Therefore, the Victorian novel, through its realistic depiction of characters, and the Victorian society in general, enabled the readers to understand what was going on in England at that time.

# Chapter Two: Dickens in his works.

## **Chapter Two: Dickens in his works.**

### Introduction

#### 1. Autobiography

1.1 .Definition and kinds of Autobiography

1.2 characteristic of autobiography

1.3. Factor in autobiographical strategy

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2. Dickens; his life, works and experience

3. Dickens in Great Expectations

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5. Dickens in Hard Times

Conclusion

## Introduction

Charles Dickens has been dealt with many times, but I think that he is an author that we can remind over, and over again, often revealing important or interesting things which we have not observed yet. His era is a complex period with a lot of improvements, but still a lot of problems, and contradictions. I have decided in this chapter; first to headlight about autobiography and its Definition, kinds, characteristic, factor, and features. Second introducing Dickens; his life, works and experience. Third to explore three of Dickens' novels, i.e. Great Expectations, Oliver Twist, and Hard Times, whose characters are so about Dickens' life, and his personal experience, simultaneously, so similar that this fact enables me to highlight several issues of that time, especially those related to the social conditions of the poor, and children; Dickens concentrates on and criticizes.

### 1. Autobiography

#### 1.1 .Definition and kinds of Autobiography

Autobiography is an account of a person's life by him/herself (Cuddon 63) James Olney breaks the word "autobiography into three different parts: "autos", the self, the "I" stated or implied, without which the work would become meaningless. The 'bios' or the 'life', which is the entire life of the individual unto the time of writing. Lastly the 'graphe' or the act of writing. It is through writing the self that the life takes a specific dimension and image.(<http://shodhganga.inflibnet.ac>).

According dictionary of Literary, and Thematic Terms **is autobiography** The story of a person's life written by him- or herself. Autobiographical writing embraces a number of forms including , but the form proper usually involves the interaction of character, and external event over a substantial span of a person's life. autobiography is a reckoning (Quinn43).

An autobiography, however, is not a biography, since no self can write his or her biography. Therefore, to read autobiographically is to ask of the text: How does this reveal the author? It is to set oneself analytically apart from the author . . . Historical truth or falsity are important only insofar as they express the identity of the author . . . autobiography, unlike factual writing, is in this regard always true. This means that the autobiographical text in spite of and even by creating fiction presents truth, the truth of the self that reveals itself in the presentation of the fiction of his or her life. The interesting point of Abbott's proposal is that it neither puts autobiography in the category of nonfiction nor in the category of fiction. The distinction between nonfiction, and fiction becomes indefinable, and the autobiographical text

becomes, as Paul de Man says, “neither and both at once”. (Flohr5) . With its discussion of private experience,(Drabbel53)

In a sense, there is a continuous relationship between writing about oneself, and writing about another. There is therefore a play between literary fiction, and autobiography on the one hand, and historical fact and biography on the other.

There are many autobiographical kinds: autobiographies, diary, journal, correspondences, memoires, confessi testimonies and fictional autobiographical novels. This later is characterized by the first person narration, which is the character of the author. The narrator is still distinct from the author, and must behave like any other character, and any other first person narrator. A rare form of first person is the first person omniscient, in which the narrator is a character in the story, but also knows the thoughts ,and feelings of all the other characters. It can be seen like third person omniscient at times..(Harouzi and Kachida 2006)

## **1.2 Characteristic of Autobiography**

There is a reason the writer feels compelled to tell their life story; in most cases the autobiography is a means for the writer to make sense of some significant experience or psychological need. Writers write their story as a way to help make sense of what they have experienced , argue for the relevance of their life story as a lesson for some larger public good, testify to the discovery of self-knowledge as a result of the experiences. They have had help define themselves in their own terms, free from limiting social definitions. All of these aspects of autobiography are subjective and interpretative. Autobiography is not really ‘about’ the facts and events related; it is about how the writer chooses to interpret, and make sense of these events. As readers, we are drawn to the tensions ,and the drama of that struggle to make meaning ,and to find self-knowledge. As critics, we are interested in analyzing how the writer uses storytelling to explore questions about meaning, the self, and the social and political forces that affect that self. We are also interested in how language ,and narrative give us meaning and give us a sense of self Dickens ( <http://www.glencoe.com> .)

## **1.3. factor in autobiographical strategy**

The first factor in autobiographical strategy is Character, the image or Self-Portrait. Various factors determine that character: sense of self, of place, of history, of motives for writing. We must carefully distinguish this character from the author himself, since it performs as a double persona: telling the story as a narrator, enacting it as a protagonist. Although these two figures are the same person, artist and model, we may still distinguish



their essential points of separation. They share the same name, but not the same time and space. A narrator always knows more than his protagonist, yet he remains faithful to the latter's ignorance for the sake of credible suspense. Eventually the reverse images have to merge; as past approaches present, the protagonist's deeds should begin to match his narrator's thoughts. (Barua 36)

A second factor in autobiographical strategy is the element of technique which embraces those plastic devices-style, imagery, structure-that build a self-portrait from its inside out." Style, then, is not subservient to content, but is a formal device significant in its own right. Even the simplest stylistic choices, of tense or person, are directly meaningful, since they lead to larger effects, like those of metaphor and tone. (Ibid)

The final strategic element is theme: The theme may arise from the author's general philosophy, religious faith, or political and cultural attitudes. His theme is personal but also representative of an era, just as other literary works may illustrate the history of ideas. In fact, autobiography has an especially inclusive thematic base, since its writers constantly grapple with issues-love, memory, death-that appeal to a broad reading public. In its broadest sense, the theme of autobiography is life. thematic conclusions are the clearest indication of differences in autobiographical strategy.(Ibid)

These three elements-character, technique, theme-operate as continuous complements in autobiography. Each of them relates to an isolated aspect of composition : the writer (character), the work(technique), and the reader (theme)

#### **1.4. 4 .The Autobiographical Features**

##### **1 . 4. 1 first Person Point of view**

Autobiography has many features: first person point of view tense , description and, The Identity of the Author . In autobiographical novel , refer both to the narrating (narrating I or narrating self ). And the character in the story (experiencing). In autobiographical novel ,the narrator is the main, character, he is an I as protagonist . With respect to foca- lization ,a first person narrator can either be told from the hidn sight awareness of a narrating the story who considers himself the author of the story (Harouzi and Kechida 34) .

### 1. 4.2 .Tense and Description

Autobiography is not simply an attempt to retell one's past life on a linear scale, but rather in effect a novel written in the present, with one's past life as its subject. Not all fiction is autobiographical, but, on this deeper level, all autobiography is fiction. The past does not exist. There are memories of it-scattered shards of events ,and feelings-but they are re-created within a later context. There is no way to retrieve the original fact or experience. The only way of giving the illusion of doing so is to reinvent the past in the present. Autobiographically is a way of making this process systematic; the act of writing fixes the pseudo past and the present in relation to each other, and lends to both the appearance of permanence (Pike337 ,338)

The most frequently used one is the narration in the past tense. Narration in the first person and in the past tense serves to distinguish the time of narration from the time of the story. Concerning the second type of narration, the use of the future, is an anticipation that sets clearly the differentness between the real time of writing and the fictive time of the story being narrated. The last type is the most complex because it consists of narration with different tenses. Autobiography should be seen as an act which does not occur in a moment that is separated from life but is, in fact, the expression of this life at a certain point in time.(Flohr 4).

Description participates in the effect of the novel because it gives reality to situation .It always subject to the one who describes (narrator or writer) through use of description, the narrator or the writer can express his own ideas , thoughts , and shows his subjectivity . They hold his personal way of seeing things and personal point of view. There is another important point that description serve, it is the satisfaction of the real . By the use of descriptions, the narrator can reach the mind of the reader. This is done by stimulating the curiosity of the reader since there is no progress in the march of events.(Zanone 34 )

### 1.4. 3The Identity of the Author

Theorists assume that autobiography bears features which have some views such as: the presence of the author in the text the idea that a personality can be projected via literary mediation and that an autobiography in any sense must not be factious. For them autobiography is a genre based on the notion of Ontological self and possesses a kind of authority which the other genres lack that conferred by the fact of being based on a verifiable relationship between the text referent.

Identity the attempt to differentiate and integrate a sense of self along different social and personal dimensions as genre, age, race, occupation, gender, socio-economic status, ethnicity, class, nation, states, or regional territory.

Any claim of identity face three dilemmas: (a) sameness of a sense of self over time in the face of constant change; (b) uniqueness of the individual vis-a-vis others faced with being the same as everyone else; and (c) the construction of agency as constituted by self (with a self-to-world direction of fit), and world (with a world-to-self direction of fit). Claim to identity begin continuity/change dilemma and from there venture into issues of uniqueness and agency: self and sense of self begin by constructing agency and differentiating self from others and then go on to navigate the waters of continuity and change. (Huhn, Pier, Schmid, and Schonert 132)

Avrom Fleishman, a critic from the University of California, writes, "No one can tell what autobiography is, yet that has not dispelled a surge of recent efforts to define it" (Fleishman 1983). An autobiography is a work that virtually any one can write as long as they are the sole writer of the book and it pertains to things that they experienced during their full life time. Autobiography focuses on portraying a person's life and the experiences that have occurred during their life time. In essence, every one has the capabilities of writing an autobiography, assuming financial resources are taken into account.

Designing characters in fictitious time space has the potential of opening up territory for exploring identities. Narratives root in factual, past-time events, by contrast, are dominated by an opposite orientation. The delineation of what happened, whose agency was involved, and the potential transformation of characters from one state to another serve to demarcate the identity of the reflective self under investigation. If past-time narrator's quest for identity or sense of self as its goal, the leeway for ambiguity, and to deliver answers that lay further inquiry into past and identity to rest. (Huhn, Pier, Schmid, and Schonert. (Huhn, Pier, Schmid, and Schonert 133)

One rich area of study is the ways in which writers of autobiography explore the relationship between language and identity. Douglass is a perfect illustration of the importance of language. His autobiography spends a great deal of time exploring the impact of literacy on his sense of self. The autobiography might be seen as an extension of that process of using language to define who he is — to reclaim himself from the definitions imposed on him by slavery.

Autobiography is the ultimate purpose of literature by interpreting, and evaluating literary writing as works of art and that our primary concern is to explicate the individual message of the writer in terms which make its significance clear to others.

## 2. Dickens; his life, works and experience

Charles Dickens, (Charles John Huffham) the most popular English novelist, is generally considered the greatest of the Victorian period. He became one of the greatest humorists that England has produced. (Forester 22)

He was born at Mile End Terrace, Landport, on the outskirts of Portsmouth, on 7th February 1812, to John and Elizabeth Dickens (Ibid). His father, a lower middle class clerk in the Navy Pay Office, was at this time stationed in the Portsmouth dockyard. He married Elizabeth Barrow. She gave birth to eight children, of whom two died. Charles was the second one. He entered the baptismal register of Portsea as Charles John Huffham, although on the very rare occasions, when he subscribed that name, he wrote Huffham. His father's job forced him and his family to move frequently. For a few years, they lived in Chatham, Kent. Charles received some education in Chatham. The schoolmaster William Giles gave special attention to Dickens, who made rapid progress. (Forester 2007)

He was a self-made man, who raised poor and succeeded to reach fame and to establish a happy life. Despite the obstacles he encountered, he could overcome them. Where his father was soon sent to debtors' prison. As a result, twelve-year-old, Charles had to leave school and worked for three months at a blacking factory in London. This shock never left him. John Dickens paid his debt with the money he inherited from his mother, who died when he was in prison. The memories of this painful period inspired much of his fiction, notably the early chapters of *David Copperfield*. Afterwards, when his family had established itself, he joined the school again. His education allowed him to obtain a job as a parliamentary reporter in 1830. (Davis 1999).

At the age of nineteen, he fell in love with a girl from a rich family. Dickens' relationship with Maria Beadnell, a daughter of a banker, ended in 1833. She was sent to France to forget about this socially unsuitable suitor. Three years later, Dickens married Catherine Hogarth, the daughter of his friend George Hogarth, who edited the newly established Evening Chronicle. With her, he had 10 children. Charles loved his home and family. While they were young, he was a devoted and delightful father to his children, in 1858, after twenty years of their marriage they separated. (Bohacova 17)

Dickens past experiences as a working child among common people under the pressures of their bad condition must have been able to feel what they feel and to know about their pains. The account of his childhood employment in the blacking-shop which he gave to his biographer Forster has often been quoted:

"the deep remembrance sense. I had of being utterly neglected, and hopeless; of the shame I felt in my position; of the misery it was to my young heart to believe that: day by day, what I had learned, and thought, and delighted in, and raised my fancy, and my emulation up by, was passing away from me, never to be

brought back any more ,cannot be written. my whole nature was so penetrated with the grief , and humiliation of such consideration ,that even now , famous and caressed and happy ,I often forget in my dream that :I have a dear wife and children ; even that I am a ; man and wander desolately back to that time of my life “(Arthur 82 ).

Dickens learn more about the political system ,and the socioeconomic policy of the might be explained as a result of the industrial revolution ,and its impact on the inner side of Dickens ,and his people. This is why the industrial revolution came as a turning point in the social history of England, which brought new feeling ,and way of thinking that began to change just by the beginning of the Victorian age. Where, the domination of Church, and religion started to decline. This was a very striking aspect of change brought by industrialization(paul 57 ).

Dickens is a realist in that he probes the gloomiest recesses, and faces the most disheartening problems of life. ( Frederic 44) Dickens’ s witnesses ,and experiences for social realities of his time were his main source of his inspirations. His *Sketches by Biz (1836)* about London life is a set of successful collected essays from his readings of the novels, and journalism of the eighteenth century. He wrote many novels starting by *The Pickwick papers (1836-37)* to end with *Mystery of Edwin Drood (1870)*. Dickens is known for his *David copperfield(1849\_50)* , *Oliver Twist (1837)*, *Barnaby Rudge (1841)*, ( *Bleak House (1852)*, *Hard Times(1854)*, *A Tale of Two Cities (1859)* and others ( G.C Thronely and Gwyneth 2003).

In most of his novels Dickens feels deeply with the social injustices of his day. He had been travelling and giving public reading inside and outside England; in Paris, United States, Canada and elsewhere. The motivation behind his activation was to reach social improvement ( Piter 19-20).Dickens’s *Hard Times (1854)* is a critical piece of writing for the utilitarian ethics, and Manchester business theories. Manchester is referred to by his fictional town Coke town, including the whole industrial cities of north England. In these cities people of the working poor, and even young children were working ,and living under oppressive, and dazzling life.(Paul 60).

The effect of Dickens life and His past experiences on literary creation print in finger on Dickens ‘s production ,and interact really with fiction

### 3. Dickens in Great Expectations

Valerie Sander argues, that : “The best autobiographical evocations of nineteenth-century boyhood, in its full imaginative complexity, are to be found in *David Copperfield* and *Great Expectations* . Most scholars would agree that these Dickens works are his most autobiographical, as argued by David Cody in his essay, “Autobiographical. Elements in Dickens's *Great Expectations*( retrieved from internet Study Guide for *Great Expectations* .)

*Great Expectations* that started as a “grotesque tragicomic conception” somewhat similar to *David Copperfield* ,which characterized Dickens’ own life and the society he lived in.( Christophe 2009 ). The character of Pip was shaped by many of the personal details of Dickens’s. young- adulthood, and *Great Expectations* reflects Dickens’s world view; ( Forester2007) .

Before he began to write *Great Expectations* , Dickens wrote a fragment of an autobiography, which he kept to himself. A short time later he sorted through, re-read, and burnt many personal letters, and also re-read *David Copperfield*, perhaps the most overtly autobiographical (in a psychological or a symbolic sense) of all his novels. It is impossible to read *Great Expectations* without sensing Dickens's presence in the book, without being aware that in portraying and judging Pip he is giving us a glimpse of a younger self. In it he explores and perhaps exorcises the sense of guilt ,and shame that had haunted him all his life, as he rose from humble beginnings to success, and wealth and fame (Ibid).

Dickens mainly wrote, about orphans because he felt abandoned, by his parents as a child. His father, John Dickens, was imprisoned in Marshalsea Prison for debt in 1824, and Dickens was forced to labor at Warren's Blacking Factory. Which was a damaging psychological experience in itself, but his mother compounded the injury when she insisted that he continue working there, even after the debtor's prison released his father (davis 2006). In *Great Expectations* , Pip is left an orphan while his older sister and her husband serve as his substitute parents. (Mallison 2008)

Dickens As a young man, in the early 1830s . He loved Maria Beadnell, whose rejection may have provided Dickens with material for Pip’s hopeless adoration of Estella, though her personality was more similar to the heartless coolness of Estella. In 1836 Dickens married Catherine Hogarth, with whom he would go on to have ten children. By the t time he wrote *Great Expectation* , he had been separated from her for almost two years and was conducting a mostly-secret affair with Ellen Ternan, a young actress ,and burned many of his personal letters. Dickens's variable emotions may cloud his memory of his past, just as Pip may not be reliable as a narrator because he narrates through memory. Either as a narrative

element or through the author's mistake, Pip confuses the amount of money given to him by Miss Havisham (Gerace 2 ).

We know that Pip's perceptions are unreliable because all of his expectations turn out to be wrong. Another difficulty is that these memories are from Pip's childhood, not exactly the most ideal time for objective, and clear observations. Pip's dominant emotions seem to be guilt arising from his misconceptions, about his fault in the other's troubles, and shame from his lower class status. The emotion/memory effect and Pip's errors in perception pose significant problems for Pip's fictional autobiography. We have to be careful — is Pip telling us his story as a way of absolving his guilt feelings (Christoph5)

Dickens's support of improvements in child-labor laws, and in prison conditions may make him seem to be an admirable person. Dickens started his visit of America with great expectations, but he soon found himself, like Pip, to be in error. The conditions of slavery and of prisons, the behavior of the worshipping crowds (unlike the civility of Merrie Olde England), the behavior of politicians, and many other unique American mannerisms exasperated him ) .

Great Expectations, and Dickens 'View of Identity Transformation , when he considered within the body of Dickens' work .*Great Expectations* stands apart as powerful expression of Dickens' later social ,and theological views. Dickens great friend John Forster wrote in 1874 that "Dickens' humor, not less than his creative power, was at its best in this book".( Christoph 2)

#### 4. Dickens in Oliver Twist

Oliver Twist as Dickens's early attempt to present certain materials in a peculiar genre of his own. Yet much of what I say about Oliver may also be said of *David Copperfield* and Pip ( Benoit 2).

In May 1837, Dickens 17-year-old sister-in-law, Mary Hogarth, died, and many readers of Oliver Twist think he based the characters of Rose ,and Nancy on Mary, as a way of working out his intense grief. While Rose survives a dangerous illness, Nancy dies a brutal death. Dickens himself felt Mary had deserted him; similarly, Oliver is terrified that Rose will die, and leave him. Dickens was haunted by dreams about Mary, just as Sikes is haunted by a vision of Nancy's eyes after he has killed her.

The character of Fagin is an autobiographical character, because he was the senior of Dickens in the Shoe-polish factory Steven Marcus was the one who adopted psychoanalytical

criticism. He took a biographical and psychoanalytical approach to the character of Fagin, the old Jew. Marcus discovered that this character was named after Bob Fagin, a kindly boy who worked with Dickens at the blacking factory. He was responsible for teaching Dickens factory work when the latter arrived. But in the novel, Fagin was the horrible leader of a gang of criminals, and trained little boys to be pickpockets. Marcus's theory is that the name Fagin was transferred to the of Oliver Twist to eliminate some of the anger Dickens felt at his life in the blacking factory ,and the near exposure of his shame. Dickens refused to admit Bob Fagin's kindness because this is connected with the admitting of his life in the blacking factory. He attributed the most devilish character to the name Fagin, and tried to deny those great hardships of his childhood(Sei 20 12)

.In Oliver Twist, Dickens presents the everyday life of the lowest members of English society, and realistically portrays the horrible conditions of the nineteenth century workhouses. Hence, in the story of Oliver Twist. Dickens uses past experiences from his childhood and targets the Poor Law of 1834' which renewed the importance of the workhouse as a means of relief for the poor. for instance, attempted to improve the workhouse conditions with his novel Oliver Twist ,and as a result, this work helped influence changes in the problem. Nevertheless, in Oliver Twist, Dickens goes far beyond the mere experiences of the workhouse, extending his depiction of poverty to London's squalid streets, dark alehouses, and thieves' dens. Thus, he gives voice to those who had no voice, establishing a link between politics and literature with his social commentary. ( Bartlett 2011).

After the beginning of the 20th century, criticism of Oliver Twist came to be concerned with Dickens's morality as a writer. Many critics took this novel as the spokesman of the author's view towards the Victorian London. To quote Chesterton:

The interest of the book lays not so much in its revelation of Dickens' literary genius as in its revelation of those moral, personal instincts which were the make-up of his character and the permanent support of that literary genius. It is by far the most depressing of all his books; it is in some ways the most irritating; yet its ugliness gives the last touch of honesty to all that spontaneous and splendid output.(Sei 2012)

Dickens looked about him, and saw the miserable condition of the poor, and their children in the workhouses of England in the early 19<sup>th</sup> century, and he write Oliver Twist .Dickens put in his novel ,what he noticed around him . The author used events derived from the daily lives of the society in wich he lived .He saw mistreatment ,injustice ,and miserable condition of the lowest class citizens ,and their children ,and put into his writing( Til B.A profs and Didelyte 12).



### 5. Dickens in Hard Times

In *Hard Times* (1854) the social consequences of industrialization, and urbanization are perhaps most persuasively depicted, which Dickens wrote at the prompting of urgent external circumstances. It deals with a number of social issues: industrial relations, education for the poor, class division and the right of common people to amusement. It also draws on contemporary concern with reforming divorce laws. *International Journal of Research in Economics & Social Sciences* (Kalich4).

Dickens was striving for a type of novelistic reach that would be equal to the task of addressing the subjects he had set for himself. Dickens's own autobiography is compelling in its parallels with the developmental ills of nineteenth century industrialization, Dickens's family itself having suffered that most feared middle-class nightmares, having 'fallen' into the working-class from a previously 'secure' position among the British middle-classes. Yet as with all biographical referencing this should only be used to assist in illuminating what broader sympathies such 'direct' experience of the world of the laboring classes emerge from the language of the novel. (Whitney2003)

Dickens as a social critic exerted a profound influence on later novelists committed to social analysis. It can be noted that Charles Dickens' works played tremendous role in the implementation of social policies that changed the lives of the poor. Apart from his works, Dickens' active involvement in promoting social reforms raised public awareness in the fight against poverty, deprivation of education, child labor, and prostitution. So, Dickens was a great social reformist as well as a great social critic of Victorian period. (retrieved from internet, Chapter 2 : Social Realism). Mr. Taine speaks of *Hard Times* as that :

one of Dickens's romances which is a summary of all the rest: exalting instinct above reason, and the intuitions of the heart above practical knowledge; attacking all education based on statistic figures and facts; heaping sorrow and ridicule on the practical mercantile people; fighting against the pride, hardness, and selfishness of the merchant and noble; cursing the manufacturing towns for imprisoning bodies in smoke and mud, and souls in falsehood and factitiousness;—while it contrasts, with that satire of social oppression, lofty eulogy of the oppressed; and searches out poor workmen, jugglers, foundlings, and circus people, for types of good sense, sweetness of disposition, generosity, delicacy, and courage, to perpetual confusion of the pretended knowledge, pretended happiness, pretended virtue, of the rich and powerful who trample upon them! This is a fair specimen of the exaggerations with which exaggeration is rebuked, in Mr. Taine's and much similar criticism. (forster 362)

Charles Dickens is a famous satirist and social reformer. He wants behind most of his novels social change and reform, and the cure for social ills, which are known as „Condition of England question“. Dickens is also well known for his *Hard Times*, the satirical portrayal of hard moments of the industrial revolution.( Meddouri 18)

**Conclusion:**

Charles Dickens' life experiences played a major role in shaping his writings. Child, and the importance of childhood experience to later life are at the centre of Dickens concerns. In the world of Dickens' novels, poor orphanage or abandoned kids suffer their fate; they are the victims of selfish adults. Lacking of familiar love of any sort, the children are forced to wander in the street . therefore The education of children is an essential part of Dickens' consideration, and his pictures of poor schools are among his most memorable satirical attacks on what he took to be inhuman aspects of nineteenth- century English life. There is a more admirable motive for Dickens' childhood description as well . Dickens provides his readers with a vivid sketch of the emotional conflicts of childhood.

# Chapter Three

personal experience in Dickens' David Copperfield

## **Chapter Three: personal experience in Dickens' David Copperfield**

### **Introduction**

1 . David Copperfield as alter ego of Dickens

2 .The Child hood pain

2.1 .The family trouble

2.2 The Salem House

2 .3 Child labor

3. The anguish memories of youth

3. 1 .The affair of Dora and Agnes

**Conclusion**

### .Introduction

Autobiography presents itself as the biography of real person who account his life ,by himself and by his own voice .In this kind of narration we can find that author , character and the narrator bear the same identity .*David Copperfield* is the hero of our novel , but he is not only hero and center character . David who is the narrator is at the same time a character in the story.Dickens seem to combine what happens in his own life with his subjectivity in the novel . Many of the events in *David Copperfield* follow the events in Dickens's own life and some critics suggest that it is the most autobiographical of Dickens' novels , for that reason, I shall study in this chapter Charles Dickens 's *David Copperfield* through narrative and psychoanalysis analysis. My aim is to determine to what extent is this literary work an autobiographical . Therefore, my investigation will study the content , and the analysis it will reveal commonness between the author, and the narrator .

#### 1 . David Copperfield as alter ego of Dickens

In literary analysis alter ego describes character in different works . Who are psychologically similar, or a fictional character whose behavior, speech or thoughts intentionally represent those of the author. It's also used to design the best friend of another character in a story. Similarly, the term *alter ego* may be applied to the role or persona taken on by an actor or by other types of performers.

Dickens tells us that: “of all my books, I like this the best. It will be easily believed that I am a fond parent to every child of my fancy, and that no one can ever love that family as dearly as I love them...But, like many fond parents, I have in my heart of hearts a favorite child. And his name is *David Copperfield*” (Eliot 2).

As much of Dickens's own life is transferred into his work, one can tend to consider “ *David Copperfield* ” as an autobiography fiction , This literary genre is as a biography of a real person who narrates his life by himself and by his own voice. In this kind of narration we can find that the author, the character and the narrator share a common identify. I come to understand that Dickens interferes in representing the events, he seems combine what happens in his own steps life with his subjectivity in the novel. That is why I can follow Dickens 's real world , as well as the competence of Dickens and his skill to master the language is coordinated with his perception , i.e., the relation between the mind ,and the language ,or

between the nature of desire and the nature of the narrative which the author uses to message, to convince the readers and to make them understand the text easily.

The peculiar emotional truth of *David Copperfield* is closely connected with its autobiographical nature. In *David Copperfield* Dickens ventured a step further and worked through his own shocking youthful experiences in the first person, with C ( Charles) D ( Dickens) being transformed into D (David) C(Copperfield). Like Dickens, his alter ego is torn from a happy childhood and cast into a nightmare , his early years were spent quite contentedly in small coastal towns in southern England. His life changed radically, however, when the family moved to London, where his father was soon sent to debtors' prison. As a result, twelve-year-old Charles was forced to go to work at a boot-blackening warehouse ,and to live on his own in the city slums.(Forester2007).In other way *David Copperfield* lives in loving with his mother, and Peggotty at Rooker before Mr.Murdstone disturbs this harmony .like evidence in :” The Murdstones did not like me .My mother was afraid to be kind with me were in the room and she was all the time afraid that I might do or say something which would cause trouble .So I kept myself away .I sat in my bedroom and read; or Is at in the kitchen with Peggotty , and when I was with the Murdstonnes I remained silent”(Ch XI, p. 103)..

Though David is not in total Dickens' alter ego, his character, and career bear numerous similarities to the author's. Many of the other characters have real-life models, notably Mr. Micawber (Dickens' father) and Dora (Maria Beadnell, Dickens' first love). Above all, David's experiences in the warehouse are a direct —and the only—transcription of the darkest and most painful part of Dickens' own boyhood.

In fact Dickens is belonged to Victorian era and suffered himself from the social changes in his time. His novels *David Copperfield* reflect his own life and society. It is a critical means to present his society's morals and values. Hence, through characterization of *David Copperfield*, Dickens shows the conflict between naivety and crime, strong emotions and reason, discipline and rebellion. *David Copperfield* traces back the psychological spiritual and intellectual development of a person *David Copperfield* from birth to maturity.

The mature *David Copperfield* writing his life story beginning with what he has been told about his birth. He wonders in the first lines of the novel if he will prove to be the hero of his own tale, but in this novel form the central character moving through adolescence into adulthood is most certainly its hero, the protagonist. It involves a movement from naïve

innocence and total inexperience through a series of sadness event toward a more mature state of experienced knowledge about the world and self-confidence

*David Copperfield* is the main character of novel by Charles Dickens that has his name as a title. In this novel there are many parallels between his life and life of the author. Also his friends and wives are probably based on the real people from the writer's life. I m believed David is alter ego of Dickens, but not Dickens himself , because This narration indicates that the narrative where the narrator is embodied in the character and where the author is neither the narrator nor the character ,but in fact might be perceived by both of them . For examples in the novel we see that David's father died , as David evidence in the novel: "My father's eyes had closed upon the light of this world six months, when mine opened on it. There is something strange to me, even now, in the reflection that he never saw me ". ( 7 ;Ch I ). But Dickens's father was thrown into debtors' prison. He was the second of eight children in a family ,in other way David is one child in his family, also there is many detail in the novel is not for Dickens personal life, but he uses the fiction to expresses his experience .

Therefore , our novel *David Copperfield* is classified not totally as an autobiography ,but as on autobiography element , simply because Dickens uses first person narrator to present his subjectivity ,but the real narrator is the character himself (*David Copperfield*).in addition , Dickens shares history , personal experience, event and characteristic with his life's steps but in fact the author is not the character . the overlap of the tow dimensions (autobiography and homodiegetic narration ) *David Copperfield* is fictional autobiography .

## 2 .The Child hood pain

The Childhood was a significant subject in the major novels of Dickens. He was at his most moving when he writes about children, because many children suffered in Victorian England (Dailey 15). By experiencing a feeling of total abandonment, Dickens' children are usually mistreated, both physically and emotionally (Chien 195)

The novel draws from Dickens early life ,it is a fictional memoir personably set as thinly valid autobiography drawn when David is thirty – seven years old and successful novelist .the same age as Dickens when he wrote *David Copperfield* .Thus , upon reconstructing one's feeling in the past, He describes the obstacles he overcame and the unhappy events he lived ,and one original impression of people The novel has been especially poised for faithful recreation of the pain of childhood for this ,and much of the story ,Dickens draws on his early life, the story in fact has many element of autobiographical allusions.

Although I am all conscious of the fact that *David Copperfield* is not Charles Dickens, it is also common knowledge that Dickens used significant documentary material as the basis of his fiction. By the use of the first person narrative the author plays on two levels, that of the child and that of David -the grown and experienced man affectionately surveying, and evaluating the child's progress.

The participant point of view is also called the first-person point of view, because first-person pronouns are used to tell the story. The participant point of view can be further subdivided into two types: First, The narrator as a major character in the story (the story is told by and is chiefly about the narrator). second, The narrator as a minor character (the narrator tells a story that focuses on someone else, but the narrator is still a character in the story). special type of first person or participant narrator involves different time in a character's life like **David** in *David Copperfield*). Like in : "wish me to sit doing nothing .I became silent ,unhappy. My only happiness was a set of books; which belonged to my father. I found them in a room near my one " ( 57;ChVI ).

Many of the events in *David Copperfield* follow the events in Dickens's own life ,and some critics suggest that it is the most autobiographical of Dickens' novels. However, *David Copperfield* is by no means an autobiography of Dickens, and is primarily a work of fiction. "Of all my books," says Charles Dickens in his preface to this immortal novel, "I like this the best. Like many fond parents, I have in my heart of hearts a favorite child. And his name is *David Copperfield*(Eliot 2). This literary genre presents itself as the biography of real person who account his life ,by himself and by his own voice .In this kind of narration we can find that author , the character and the narrator bear the same identity .

### 2.1 .The family trouble

Dickens think that; that much better for any child is the trouble-free childhood and loving home that David experiences with his mother and Peggotty at Rooker before Mr. Murdstone disturbs this harmony and transforms paradise into hell.(forster 2007). *David Copperfield* suffers a loveless childhood , emphasized in this case by the physical and psychological violence of his stepfather's oppression.(Pollard100)

Dickens never really forgiven his parents who pushed the idea hardest for sending him to the factory(Ibid), Dickens say that :” I never afterwards forgot, I never shall forget, I never can forget, that my mother was warm for my being sent back”. just as Dickens felt his mother to be responsible for his own brush with degradation. In her anger at him and resentment of



him.(Forester2007) . Perhaps that is why he identified so readily with the orphans in *David Copperfield* . Because *David Copperfield's* father died before David was born as is clear in:

My father's eyes had closed upon the light of this world six Months, when mine opened on it. There is something strange to me even now, in the reflection that he never saw me; and something stranger yet in the shadowy remembrance that I have of my first childish associations with his white grave –stone in the church yard (David Copperfield 4 ;ChI).

David had no impression on his father. That is, David during his childhood. developed a close relationship and deep love with his Mather . According to Freud's theory, Oedipus Complex, children will love mother and consider their father an enemy. Is it one of the reasons why David loved his mother and hate his stepfather as evident in : Good night ,said I, but I would not shake hands with him .He turned to go ; and ,as he did so, he looked at me .He did not look nice .I did not like that gentlemen(Ch II,p. 21) In other way Dickens ability to express his depth feeling , which have same relation to his Mather, and tow sister in low ,Mary, and Georgina Hogarth .

After David's mother had married Mr. Murdstone, became David's stepfather. He is a man who tended to be maniac and violent. Maybe Mr. Murdstone loved David 's mother, but the way he treated David was terrible. He beat David when David can't answer his question, with his thin stick ,Dickens in: ” Oh, Mr. Murdstone ,sir ! I cried , please do not beat me I have tried to learn , but I cannot learn when you and Miss Murdstone are near”(Dickens Ch VI ,p.60) in order to escape from the unhappiness of his life, David lies his only pleasure in reading books that his father left them to him as Dickens did .He say:

My father had left me a small collection of books in a little room up- stairs to which I had access and which nobody else in our house ever troubled .from that blessed little room , Roderick Random ,Peregrine Pickle ,Humphrey Clinker, Tom Jones ,the Vicar of Wakefield , Don Quixote ,Gil Blas ,and Robinson Crusoe ,came out ,a glorious host ,to keep me company, by impersonating my favourite characters in them as I did –and by putting Mr. and Miss Murdstone into all the bad ones –which I did to (David Copperfield,( 47-48 ;Ch IV).

We can easily find it when every time David referred to his mother. He always said how beautiful and gentle she was, “The early memories that I have are my Mather with her pretty hair and youthful shape” (David Copperfield (17; Ch II ), and David had a bad impression on his stepfather. In the story, David said his world is ruined when his mother died; it is because of his love of his mother that turned out to be the dependence of his mother. From the story, we can find more clues, for example David's mother taught David knowledge, and treated

him badly. Every time David's during his childhood, but his mother was the only hope of his life. After David's mother died from diseases, we can see how sad he was. As David grows up, his kind personality is similar to his mother, that is, she has great influence on his.

Dickens created for David a wicked stepfather, Mr. Murdston a worthy target for the anger that still boiled deep in Dickens heart. The appearance of Mr. Murdstone, and his sister, Miss Mudstone, caused big change in David's family. They tried to handle all the things in David's house. After David's mother passed away, Mr. Murdstone asked David to work and tried to get David out of the house. It caused David to run away from his home, and start a new adventure. Mr. Mudstone is a man who first made David realize the cruelty of the world. I think the reason why the writer created this character in the story is to make us understand that Mr. Mudstone represented the authority in the world and how they treat the weak people, in Dickens age.

With Mr. Murdstone who wants to teach David, and his mother to be firm, pitiless and without sentiment. David's happy childhood undergoes a radical change to the hell and Grinby warehouse similar to Dickens' own experience. When Dickens was twelve, he worked at a shoe factory to sustain himself and to help his family with the debts that were troubling his father, and later he used this setting to portray the background of workplaces of his child heroes. Because he knew what it was like, he was shocked by the fact that children had no legal constraints against working for ten hours a day and tried to stop it. (forester2007)

Charles Dickens, shares his feeling and his experience of family life in *David Copperfield*, but in fact the author is not the character. It is clear that he modify actual facts to fit in fictional world of his novel.

## 2.2 The Salem House

When Dickens father was in prison his mother made him quit work, and go back to school. Unfortunately, the school he was finally sent to, Wellington house, was run by cruel head master who liked to beat boys much like mister Creakl at Salem House(forester 2007)

the process of education went on, defying what seemed to interrupt it; and in the amount of his present equipment for his needs of life, what he brought from the Wellington House Academy can have borne but the smallest proportion to his acquirement at Mr. Blackmore's. Yet to seek to identify, without help from himself, any passages in his books with those boyish law-experiences, would be idle and hopeless enough.( Forester 44 )

In other way David, under the oppression of Mr. Murdstone, cannot learn and do homework. Once Mr. Murdstone beats up David and he bites him. As a punishment David is sent to the Salem House run by the cruel Mr. Creakle. David stated in:

What would I have given, to have been sent to the hardest school that ever was kept? They disliked me; and they sullenly, sternly, steadily, overlooked me. I think Mr. Murdstones' means were straitened at about this time. But it is little to the purpose. He could not bear me; and in putting me from him he tried, as I believe, to put away the notion that I had any claim upon him – and succeeded (David Copperfield (127; Ch X )

Murdstone done to David is that, he told Mr. Creakle to treat David cruelly that emerged from his first meeting with him:

"So "!" Said Mr. Creakle. This is the young gentlemen whose teeth are to be filed! Turn him round "... Now", said Mr. Creakle. what's the report of this boy? ". "There's nothing against him yet, "returned the man with the wooden leg."There has been no opportunity". I thought Mr. Creakle was disappointed (David Copperfield (70-71 ;VX ).

David says: "God help me. I might have been improved for my whole life, I might have been made another creature perhaps, for life, by a kind word at that seasons. A word of encouragement and explanation...might have made me respect instead of hate him..." (David CH I ,p . 49). Education can be provided by schools or parents at home. However, Dickens rejects too strict education under the compulsion as Mr. and Miss Murdstone do because this kind of teaching and education will cause more harm than good. Dickens reemphasizes the same rejection of strict methods of Mr. Creakle in the Salem House who based his authority on shouting and physical punishments. The Headmaster of Salem Creakle, very much resembles the cruel Head mater House, of the Willington House Academy , when Dickens study .

The best school for Dickens is the school of Dr. Strong. Neither physical punishments nor shouting nor degradation are used by Dr. Strong. Instead he instills in his pupils the pride in the school they study in, in the education they are given and thereby in themselves .

Charles Dickens decided to do something ,with the little learning at Wellington house, he was a sensing, which make him had talent and feeling thwarted by his inferior education.

When Dickens's father financial worries had ceased, or at least made for the better. He had entered the realms of journalism, and became a Parliamentary reporter, which it is to be presumed developed a desire on the part of Charles for a similar occupation; when following in his father's footsteps. He succeeded, after having learned Gurney's system of shorthand, in obtaining an appointment as a reporter in the press gallery of the House of Commons (the plans for the new Parliament buildings were just then taking shape). In 1834 the old Houses of Parliament were burned, and with the remains of St. Stephen's Hall the new structure grew up according to the plan presented herein, which is taken from a contemporary print. At the end of the Parliamentary session of 1836 Dickens closed his engagement in the Reporters' Gallery, a circumstance (Milton 2009), which he recounts thus in *David Copperfield* :

I had been writing in the newspapers and elsewhere so prosperously that when my new success was achieved I considered myself reasonably entitled to escape from the dreary debates. One joyful night, therefore, I noted down the music of the Parliamentary bagpipes for the last time, and I have never heard it since. (David Copperfield, 55; Ch XLVIII)

### 2.3 Child labor

Child labor was an important issue at the time of Dickens (industrialism). The reason for this was that many parents did not earn enough money to make ends meet, and so the children often had to earn money, families could afford food and accommodation. The children, however, were often very young, the work was difficult and the wages were low, this often resulted in physical and mental damage and it was no longer possible for the children to develop appropriately. (Markati 2008)

Dickens was suffering like any child of his time, and in *David Copperfield* he made the incident even more touching in the novel than it had been in his own life. His father Johan Dickens was arrested for debt, and sent to Marshalsea prison. Most of the family moved in with him, a typical arrangement in Marshalsea prison (Davis 2006). Twelve-year-old Charles Dickens lived outside in a rented room pasting labels on bottles of boot blacking, a kind of shot polish (Ibid). He draws attention to David: After the death of his mother, his father-in-law sees no longer any reason for sending him to school, and as he wants to get rid of him anyway, he sends him to work in his own warehouse called "Murdstone and Grinby". Here we find another reason for sending children to work: to get rid of them and have them out of one's way. David described the status of his suffering that he was thrown away in a very little

age. He was surprised by this action; he did not think that Mr. Murdstone could do something like that by sending him to work. Thus, David became to a little child with a strong power of observation and excellent abilities working in the services of Mr. Murdstone. As Dickens said in:

I know enough of the world now ,to have almost lost the capacity of being much surprised by anything ; but it is matter of some surprise to me ,even now , that I can have been so easily thrown away at such an age .a child of excellent abilities, and with strong powers of observation ,quick ,eager , delicate and soon hurt bodily or mentally ,it seems wonderful to me that nobody should have made any sign in my behalf .But none was made; and I became ,at ten years old, a little labouring hind in the service of Murdstone and Grinby (David Copperfield (130; Ch XI ).

Dickens very clearly expresses his attitude towards child labor . This is an unambiguous statement against child labor, and explains how useless and senseless it is to send young children to work, a mere waste of human beings.

### 3. The anguish memories of youth

#### 3. 1 .The affair of Dora and Agnes

with The love incidents of David, first with Dora and then Agnes, represent the two phases of Dickens's love. David's love for Dora Spenlow is Dickens' own love for Maria. The struggles of youth described in David Copperfield are variations of Dickens' own struggles. These incidents show us the emotions and anguish of Dickens' heart. (forester 2007 )Which upper in his fiction mirrors his experience .

Charles fell in love with a girl from a rich family. Dickens' relationship with Maria Beadnell ,her father a banker apparently disapproved of dickens, because of his background; his job, lack of social position and his father imprisonment for debtor's prison., and after a couple year he sent his daughter aboard to separate them (Dailey 37) .like in *David Copperfield* when Dora's father threatens to do in David Copperfield .Dora's father rejected the marry of David with Dorase , as we see in the novel :

I suppose we had some notion that this was to end in marriage. We must have had some, because Dora stipulated that we were never to be married without her papa's consent. But, in our youthful ecstasy, I don't think that we really looked before us or behind us; or had any aspiration beyond the ignorant present. We were to keep our secret from Mr. Spewlow; but I am sure the idea never entered my head, then, that there was anything dishonorable in that. ( Dickens.727; Ch XXXIV )

Dickens have may been reliving his passion with Maria, and in David 's marriage to Dora after his father died . The hurt of Maria 's rejection ,Dickens throw himself into hard work ;then began anther courtship this times whit Catherrine Hogth . As in *David Copperfield* when Dora died and David began courtship with Agnes (Ibid).

We can see many of the mistakes Dickens made in David's relationship with Dora, But if David's anxious, the deeply loving marriage to Dora is a married man's old fantasy made real. The nature of his marriage to Agnes could be even more questionable; she resembles how Dickens saw his sister-in-law, especially compared to how he saw his wife who he claimed he could not relate to intellectually. But rather than criticize Dickens for this questionable behavior.

It provides a affecting message. That it is best for us to live without regrets, and use your mind as well as your heart to choose your love. Agnes is the final source of happiness in David's life, even as more a moral guidepost than partner .Dickens evidence in: "Whenever I have not had you, Agnes, to advise and approve in the beginning, I have seemed to go wild, and to get into all sorts of difficulty. When I have come to you, at last (as I have always done, I have come to peace and happiness. I come home, now, like a tired traveler, and find such a blessed sense of rest!"( 35 8 ; Ch48 )

In fact Dickens is belonged to Victorian era and suffered himself from the social changes in his time. His novels *David Copperfield* reflect his own life and society. It is a critical means to present his society's morals and values. Hence, through characterization of *David Copperfield*, Dickens shows the conflict between naivety and crime, strong emotions and reason, discipline and rebellion. *David Copperfield* traces back the psychological spiritual and intellectual development of a person *David Copperfield* from birth to maturity.

### Conclusion

In this chapter ,I analysis has revealed how Dickens use the autobiography element in his work *David Copperfield* and It understandable that the character David is alter ego of Dickens ,but not Dickens himself . Also it enables him to use personal experience to valid artist end. It significant that the first person narrator is a means of in evolvement whit the martial and the author possesses the valid and powerful skill to create a character able of translating his own life .

Exogenous sphere was very necessary not only to complete our understanding of the novel , but also to enable us to locate and identify areas of author' or narrator's commonness ,and overlapping events . This was very crucial to determine and demonstrate that this literary work which was hypothesized to be a on autobiography is in fact a fictional one.

# General Conclusion



## GENERAL CONCLUSION

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### General Conclusion

My concern through this work has been sintered on that overlap, between the writer's life, and its selected narrator. Autobiographical approach to our corpus allows us to explicate the individual message of the writer; it also most importantly, helps to find out not only what a text mean, but also how it comes to mean it does.

From our study, I have discovered Dickens's experience to build his literary work through his novel *David Copperfield*, which expresses the social suffering of his life time, especially children who endured many hardships because of his own childhood experience.

*David Copperfield* was an autobiographical novel that was published during the nineteenth century, it deals with social realities. Thus it reflects the time when it was written. Therefore, the present inquiry attempts to account for the means by which Dickens allows his reader's to access each detail of his society represented, by *David Copperfield*.

The novel is a bildungsroman, a story of growing up, that takes the protagonist from early childhood to early middle age. It is a story of the development of a writer, but it is also a portrait of Victorian England at mid-century with a host of characters designed to show various social features, for example, class structure, the penal system, the education available for poorer children, and the sundry forms of child labor and abuse. A novel of social protest, *David Copperfield* examines social problems while in certain particulars it relates the story of Dickens's own development into adulthood and into his life's work as a writer.

My analysis has revealed how Dickens uses the element of Autobiography which enables the writer to use her experiences to valid artistic end. It significant that the first person narrator is a mean of involvement with the author who possesses the valid and powerful skill to create a character able of translating her own life.

Inner states are projected through fantastic situations, then treated in precise detail; in Dickens, outer scenes are real, but are made to seem fantastic through projected feelings in either case, the effect is of a surface charged with mysterious implications. For Dickens, the creation of that surface came naturally, as part of his attempt to master childhood pain. In *David Copperfield* he had summoned up the most anguished memories of youth: his wretched job in a blacking warehouse, his rejection by Maria Beadell, and his earlier defeat within the home. With an artist's instinct, he had given form and texture to those episodes; and with genial and expansive humor, he had eased their pain, and enlarged their meaning.

## GENERAL CONCLUSION

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In addition ,we point out how the autobiographical features that mingle reality with fiction in the fiction autobiography .the narrative technique of each text refer to the author's style and characteristic ; in autobiography first person narrator is a character in the novel who takes action , makes judgments and has his opinion, but in autobiographical fiction ,but in autobiographical fiction , the first person narrator is the character of author.

Moreover , I point out how Dickens has the skill of linking between his desires and the narrative ,between mind and language .This produces a specific way to transmit his message to convince her readers.

In short, from our analysis of the novel, we have discovered commonness between David and Dickens; the novel includes some characters from the author's life. Also we point out that David's story of life reflects Dickens own difficulties in facing reality. The skill of linking between literature and society. Hence, he produced a specific way of transmitting his message to convince his readers.

## Abstract:

The effect of the author 's life on the literary creation is oftentimes tremendous. Social ,historical ,and psychological contexts print in fact finger on the author's production and mingle reality with fiction. As such reader's task is highly demanding for he has to unveil the truth and distinguish the author's real life from that of narrator.

Therefore ,this work aims at investigating Charles Dickens David Copperfield narrative feature to demonstrate whether this novel is an autobiography element or not.To reach this objective, The work is divided into three chapters . the first chapter consists of In order to investigate if David Copperfield is on autobiography elements . The present work will be divided into three main chapters .The first chapter aims at giving the reader on overview on the history , social ,and literary background .The second chapter is about Aautobiographical approach ,and Dickens's life in his works, "Oliver twist" , " Great expectation" ,and " The Hard time". While the last chapter deal with the corpus analysis;which consists the commonness, between the author and his hero where I demonstrated that David Copperfield in fact a fictional autobiography.

**Key words:** ,Fiction,reality,Childhood experience ,and childhood pain.

## ملخص :

من خلال دراستنا استخلصنا مدي تأثير حياة الكاتب علي إنتاجه الأدبي وفي بعض الأحيان نجد بعض الدوافع القوية التي تطبع في الإبداع الأدبي .من هذه الدوافع نجد الاجتماعية , التاريخية , السياسية ,ونفسية التي تشعبت بين الحقيقة والخيال . وهدف أي قارئ معرفة الحقيقة و تمييز حياة الكاتب من خلال سرد الأحداث . ركزنا في هذه المذكرة علي نظريتين "السيرة الذاتية" و "التحليل النفسي لمعرفة ما إذا كانت رواية دافيد كوبر فيلد تتضمن عناصر من السيرة الذاتية أم لا . هذه المذكرة تحتوي علي ثلاث فصول الفصل الأول يهدف إلي تقديم نظرة عامة علي التاريخ والمجتمع ولأدب في العصر الفيكتوري , أما في الفصل الثاني فهو يتضمن دراسة أدبية للسيرة الذاتية و يبرز حياة تشارلز دكنس في بعض أعماله , اوليفر تويست , الآمال الكبرى , أوقات عصيبة . بينما في الفصل الأخير فننترق لدراسة تحليلية مع إسقاط الضوء علي نقاط التشابه بين الكاتب وبطله .

ومن خلال الدراسة توصلنا إلي ان هذه الرواية هي عبارة عن سيرة ذاتية خيالية .

الكلمات المفتاح: الخيال ,الحقيقة ,خبرات الطفولة , ألام الطفولة .

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