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**The Suffering of Children in
Charles Dickens' Novel
*David Copperfield***

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Dedication

I dedicate this modest work from my deep heart to all my family, especially my beloved parents God protect them and my lovely sisters who provided me advice and encouragement in difficult times.

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 the years of my study.

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General Introduction

General Introduction

- 1- Background
- 2- Aim of the Study
- 3-Justification
- 4- Motivation
- 5- Research Question (s)
- 6- Methodology
- 7- Dissertation structure

1-Background of the study

British Literature is divided into different segments referred to as periods while the exact number, dates and names of these periods vary, among those periods, the Victorian one which is considered one of the most important periods in the history of English Literature. Thus, it stands nearly beside the Elizabethan period in the significant and interests of its works. Historically, the Victorian Age extends from the accession of Queen Victoria in 1837 to her death in 1901. But the Victorian age is said to have begun with the defeat of Napoleon in 1815. In literature, the period starts with the death of Sir Walter Scott in 1832 and goes up to 1914.

Moreover, 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. Although, it was an age of progress, it was also an age of doubt and paradox because there were many problems such as poverty and bad living conditions.

So, the Victorians seem to be obsessed with Questions of their own. This situation inspired several Victorian writers to write about these circumstances. Thus, writers such as Charles Dickens, Thackeray, George Eliot, Elizabeth Caskell, Trollop, Thomas Hardy and Charlotte Bronte, are the names that first come to mind of the reader when thinking of the Victorian writers. They try to express the spirit of the age with all the resources of imagination, feeling and thought, they revealed their responses to their society in their time and the effect it had upon them. The Victorian writers used their writing with the purpose to show their readers that there are enormous problems behind the beautiful picture of the successful Victorian society. They deal with social concerns and highlight the conflict between the individual and society in their writing.

Poetry is the most fundamental literary form in the romantic age, whereas the Novel is the most popular form in the Victorian age, because of the success of the novels of Sir Walter Scott, who is the first one to introduce this art and also because of its social concern and the increase of the reading public. Charles Dickens (1812-70) is considered to be one the greatest literary figures in the Victorian age; he is one of the few writers whose works remained popular after his death. In his different novels, Dickens focused on the social problem of his time, his novels tells the stories of victims, they are written notably to improve social conditions and to make his readers aware of many of the problems of the Victorian society. The main themes of Dickens writing are mainly about the sufferings of children. These are basically the subjects of one of his well-known novels, David Copperfield (1850), Oliver twist (1837- 8) and Nicholas Nickleby (1838-9) (Carter and McRae, 1996).

GENERAL INTRODUCTION

The Novel *David Copperfield* tackles part of Dickens childhood and his success; it was Dickens' own favourite among his Novels. In the preface to the Novel 1867, Dickens wrote:

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).

The Novel *Oliver Twist* highlighted the problems of poor city children who after the Poor Law Act of 1833 ended in the work house. *Great Expectations* (1861) is another famous novel of Dickens, in this novel Dickens turned from corruption in society to the corruption of individuals. Moreover, *Hard times* (1854) is described as the novel of Victorian times which shows the dull side of the industrial society of England.

In addition to that, Dickens's interests in the social problems of the Victorian time interested other novelists who learned from him and continued to write about social concern in their writing. William Makepeace Thackeray (1811-1836) who was well known by his famous Novel *Vanity Fair* (1848), selfishness and the corruption of society were the central themes of the Novel. Also, Charlotte Bronte (1816-1855) was the third daughter of the Bronte sisters, her finest work *Jane Eyre* (1847); it examines many sides of the circumstances of woman and their struggle within the Victorian society. In the same context, Thomas Hardy (1840-1928) was considered to be one of the novelists who wrote about the problems of the Victorians in the late nineteenth century, he showed the conflict between the traditional and modern values.

Britain was undergoing rapid changes during Charles Dickens life time therefore, he is considered to be one of the greatest English novelists who combined his literary career with a variety of social interests, some critic argue that he sees the novel as an important tool of social reform.

Thus, he can be considered as a social critic and the representative novelist of the Victorian period. The oppressed childhood is a recurrent theme in his works, particularly because so many social ills had to do with children during the Victorian era.

David Copperfield, his most popular novel about growing up shows the social background of English society at that time. It is a novel that recounts the development of an individual "David Copperfield" from childhood to maturity. The main character David suffers a loveless childhood, which appears by the physical and psychological violence of his

stepfather's oppression. Thus, the primary character David is searching for a means through which he can feel loved. From this point it may be deduced that this might be a factor from which the writer is motivated to express the idea and to depict the reality of society. Moreover, the depiction of children's life in the nineteenth century England has been studied with great interest in this century, and writers were interested in writing books about children.

2- Aim of the study

The novel David Copperfield represents a number of interesting themes such as poverty, suffering social class, abandoned children, self discovery and family life. For this reason, the study aims at investigating and analyzing Dickens' representation of suffering children in his novel David Copperfield, because Dickens lived during a time of great social changes in Europe having publishing novels, the subject of his writing varied of many topics, one of them focuses on the suffering of children; because the lost, neglected and ill treated children is a central figure in a number of Dickens novels notably in David Copperfield. Therefore the objectives of the study are:

- 1- To describe and explore the theme of suffering of children in Charles Dickens novel David Copperfield.
- 2- To show whether the suffering of children in Charles Dickens' Novel David Copperfield reflects the social situation of the nineteenth century England society.
- 3- To highlight how Charles Dickens used his literary carrier to criticize the Victorian society during the nineteenth century especially the dilemma of children suffering.

3- Justification

The choice of Charles Dickens' novel "David Copperfield" did not come at random but because of various reasons. First of all, it is related to our interest in this novel, which is a real picture of the suffering of children in the 19th century where children were treated in a crucial way, they were forced to work in factories and mills, because of poverty and also of the bad treatment of families to their children. Secondly, the novel is considered the most popular of Dickens' works and his favourite one. Thirdly, it is clear that for a reader who has an idea about Dickens life that there is a link between the private life of Charles Dickens and the character David. In addition to that, the novel is related to the writer concern with the plight of children. Thus, Dickens is always sympathetic to children and one of his big contributions to the English novel was the prominence he gave to the children in his fiction.

4- Motivation

David Copperfield shows the social and cultural background of English society during the nineteenth century, this could be shown in David' struggling to live happily in life. In fact, The characteristics of children suffering in the nineteenth century interested us to investigate and explore the oppression of children in his outstanding novel David Copperfield. This motivated us to carry out on the novel and defend the family relationship. Moreover, there are many motives behind the choice of Victorian Literature, first because much of the writings of the Victorian period were concerned with social problems of that time such as the effect of the Industrial revolution, also, because of an intensive production of literary works that this period witnessed, especially Novels that deal with social realities during the industrial revolution.

5- Research Question

Based on the Background of the study described above, this thesis intends to answer the following Questions:

- 1- How is the theme of suffering of children portrayed in Charles Dickens' novel David Copperfield?
- 2- To what extent does Charles Dickens succeed to represent the suffering of children in his novel David Copperfield?

6- Methodology

The present study is mainly based on the thematic analysis of the suffering of children in Dickens' Novel David Copperfield in order to explore the English society during the 19Th Century and to present the circumstances which children underwent at that time.

The material sources for this research will be collected from both primary and secondary data:

- 1- The primary data will be selected be from the selected English novel David Copperfield; one of the literary works written by Charles Dickens.
- 2- The secondary data will be collected from other books, articles of Journals.

Data Collection

The data of this study are collected in the following steps; first, reading and understanding the whole content of the novel David Copperfield by Charles Dickens. Second, making notes from the novel that are related to the objective of the study. Thirdly, selecting and picking up the data referring to the problem finding children suffering in Charles Dickens

David Copperfield and trying to relate that data with the real conditions of the 19Th century English societies.

7- Dissertation structure

The present study is a thematic analysis of children suffering in Dickens' Novel David Copperfield. Therefore, this work is divided into two chapters. The first one deals with theoretical background of the study; on which the first part concentrate on the Historical Background of the Victorian literature and society, looking on the effects of the Industrial Revolution and the living conditions of children during that time. The second part focuses on a critical review on Charles Dickens profile and his literary tendency and philosophy. The second chapter presents a practical part of the study that highlighted the literary analysis of the novel, David Copperfield as a corpus, on which presented different forms of children suffering; focusing on the figures of David's suffering; the family bound and the suffering at school and how he gets his self-reliance.

Theoretical Part

Chapter One

Victorian Literature and Society: Historical Background

Introduction

1- The Victorian Period

1.1 The Historical Background

1.2 The Effect of the Industrial Revolution on the British Society and the Living

Conditions of Children

1.3 Overview of the Victorian Literature

1.4 The Victorian Novel

2-Charles Dickens Profile

2.1. The Biography of Charles Dickens

2.2. Charles Dickens the Novelist

2.3. Charles Dickens as a Social Critic

2.4. Charles Dickens Literary Tendency

2.5. The Philosophy of Charles Dickens

3. Orphanism in Dickens Novel

Conclusion

Introduction

During the 19th century, Britain witnessed enormous changes in different fields such as religion, economy, politics, socially and literature. These changes contribute to the birth of many novelists, poets, playwrights and other writers who were the outstanding figures of English literature. In this chapter, we shall talk about historical background of the Victorian period and the social factors that influenced the author in writing about the social problem of that period and the status of children during that time which motivated Dickens to write *David Copperfield*.

1. The Victorian Period

1.1. Historical Background

In order to understand literature during the Victorian age, we need to know England during that time. The Victorian era refers to the period of Queen Victoria who reigned between 1837 until her death in 1901 (Carter and McRae 125). It was considered to be the period that through which Queen Victoria reigned for a longest time in the history of England (Sharpe and Henderson 452). Historically, the Victorian period is said to begin with the defeat of Napoleon in 1815 or it dated from the passage of the first reform bill act in 1832.

Furthermore, the term Victorian is often used to cover the whole of the nineteenth century. During the Victorian time Britain witnessed greater changes in different fields such as politics, economy, society and science. Thus, it can be described as an age of transition (Pollard vii) these changes were reflected in the literature of the age.

When Queen Victoria came to the throne in 1837 the monarchy was not popular and the population of London was about two million inhabitants but at the time of her death 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).

Although it was an era of achievement and progress, the Victorian age was also a period of doubt, paradox and anxiety (Pollard viii). Thus, there were many problems such as poverty and bad living conditions (Carter and McRae 125-126). During this era, the middle class became a rich and powerful force in the society whereas, people of the working class were poor and lived in terrible circumstances and forced to work in bad conditions (Carter and McRae 126). Within this context Burgess Wilson asserts that:

The Victorian Age thus had a large number of problems to face. In many ways, it was an age of progress of railway –building, steam ships reforms of all kinds but it was also an age of doubt. There was too much poverty, too much injustice, too much ugliness and too little certainty about faith or morals – thus it became also an age of crusaders and reformers and theorist" (80).

So, generally speaking, nothing characterizes the Victorian society too much as its Quest of self definition because the sixty three years of Victoria's reign were marked by social changes, within this context Sharpe and Henderson (2004) claim that "the sixty three years of Victoria's reign were marked by momentous and intimidating social changes"(451).

Despite of all its conflicts, contradictions, problems and the threat of social breakdown, the Victorian period can be described as an age of reform. Within this context Thompson, claims that:

The whole meaning of Victorian England is lost if it is thought of as a country of stuffy complacency and black top hated moral piggery. its frowsty crinolines and dingy hansom cabs its gas lit houses and over ornate draperies concealed a people engaged in a tremendously exciting adventure _ the daring experiment of fitting industrial man into a democratic society (qtd by Sharpe and Henderson 460)

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 inspired several Victorian writers who attempted to depict a real picture of their society (Cockshut 49). Through many of their works, these writers revealed their commitment towards their social environment during the nineteenth century.

1.2. The Effect of Industrial Revolution on the British Society and the Living Condition of Children

The Victorian era is well known by the great development of the Industrial Revolution which had officially begun in 1750 in England. It marks the most fundamental transformation of human life in the history of the world (Hobsbawm XI).

In addition to that, the industrial revolution created profound changes in the British society at that time, because the growth of London and other cities in Great Britain marked a change from a way of life based on the land to a modern economy based on manufacturing and financial institution (Carter and McRae 71). Thus, the economy during that time was

changing from agricultural to an industrial one. In addition to poverty, diseases and social problems, the European society at that time suffered from the economic depression following the Industrial Revolution.

Furthermore, the industrial revolution has a positive effects as well as a negative effect in the British society during the nineteenth century. Firstly, the positive effect emerges in bringing railways, manufacturing developments and wealth to the country and making Britain the first industrial and financial nation in the world as well as its leading imperial power. Within this context Abrams asserts that "the Victorian era was a time of rapid wrenching economic and social changes that had no parallel in earlier history which made England in the course of the nineteenth century the leading industrial power with an empire that occupied more than a Quarter of the earth 's surface"(328-329). In contrast to that, the negative one appears in the division of Britain into two nations, one is for the rich and the other is for the poor which led to class conflicts, social unrest and a deep felt need for social reform (Grellet 106).

During the Industrial Revolution, the Victorian society consisted of a hierarchical structure consists of different social classes and these different social classes could be distinguished by inequalities in areas such as politics, authority, wealth, education, culture, and working as well as and living conditions. Due to the powerlessness of the lower class, they were subjugated to exploitation and treatment similar to that of animals (Kailash 40).

Moreover, one of the worst social effects of the industrial revolution was child labour, a phenomenon that culminated during this time. The increased number of families led to create the work houses and the growing of population made a world of children, the children of the poor who lived in the work house were expected to work by the age of six or seven, they were useful to factory owners because they were easy to discipline unlike adults they were cheap. Therefore, in the nineteenth century the condition of poor children was to become a main area of social reform because it was a response to the fact that children were Suffering and their sufferings were public (McDowall 120). Thus, the living conditions of people were depending on their social status. Children from poor families were not usually lucky and they could not spend their time at school, they had to work to earn money. Because of poverty, children were forced into child labour; the work of small children in poor families was needed. The poor law of 1834 provided help for them in the work houses because the small poor houses have no longer to do with the huge number of poor and unemployed (Grellet 106).

Generally speaking, the living condition of children in Britain during the Victorian era was hard, because the way children lived depend on the family they came from, within this context Gorham states that: "... childhood had great symbolic importance, but many Victorians suffered from an uncertainty about the nature of childhood and the proper relationship of children to the structure of the family and the wider society." (Kailash 41). If a child came from a poor family they were made to work from a very young age to earn money for the family. The working conditions of poor children were extremely hard because they had to work for a long hour in a terrible condition. Unlike poor children; children of wealthier families were always at school and they do not have to work. Therefore the Victorian era can be characterized by the use of children to help develop of economy (Pakditawan 3). This situation inspired many Victorian writers who tried to depict a real picture of their society during the industrial revolution (Cuddon 970). Charles Dickens was one of them, the extreme poverty and its effect on children was an issue that Dickens presented in most of his work.

1.3. Overview of the Victorian Literature

Human life cannot be separated from the existence of a work of art, Literature is work of art, therefore, there are many definition put forward of the term literature but it depends on who is using it. It can be defined as a kind of writing in ordinary language or the Medium through which writers convey their ideas, belief and concerns in aesthetic artistic works. Literature is human creativity dealing with the writer emotional Feeling and imagination in expressing the life experience. In this context, literature is the mirror of society view and problems. Furthermore, Literature has been traditionally divided into various kinds according to certain criteria of writing such as fiction, poetry and drama.

The Victorian literature is the literature produced during the reign of Queen Victorian (1837-1901). It takes its beginning exactly with the death of Sir Walter Scott in 1832 and went up to 1914. The Victorian era can be characterized as a great age of literature because it was a period that witnessed an intensive production in literature particularly by novelists, poets, essayists and philosophers (Cuddon 970). Within this context Sharpe and Henderson assert that:

The energy of Victorian literature is its most striking trait, and self exploration is its favorite theme. Victorians produced a staggeringly large body of literature, renowned for its variety. Their writing is distinguished by its particularity, eccentricity,

long-windedness, earnestness, ornateness, fantasy, humor, experimentation and self consciousness. "(469).

One of the most distinctive features of the Victorian literature is its social orientation because much of the writing during that time was concerned with the social problems (Cuddon 970). The Victorian writers attempt to express the spirit of the age with all the resources of imagination, feeling and thought revealing the effect it had upon them (pollard ix). Moreover, they tried to show their readers that there were many problems behind that beautiful picture of the Victorian society (Carter and McRae 126). During this time the novel become the most popular literary form of representation and it was the novelist rather than the poet who become the literary representative of the age, because in a period of social and political change the novel became more important as a form of an exploration of change (Carter and McRae 273).

Moreover, during the nineteenth century there was a remarkable flourishing of writing for and about children. Therefore that period can be regarded as the golden age of children's literature (Sharpe and Henderson 795). Childhood as a subject for literature became important. It takes its beginning from the early poetry of Wordsworth and Blake. The Victorian writers built on the romantic vision of child as innocent and indulged themselves in the child's world as well as in the nature of childhood (Gillie 289). The best well- known writers who wrote about children were Dickens, Carroll and Lear; they had memories of difficult childhood (Sharpe and Henderson 795).

In addition to that, the Victorian literature can be divided into two parts; the early and mid Victorian literature which started from (1832 to 1870) and late Victorian literature started from 1870 to 1901. Firstly, in the early and mid- Victorian literature, the main concern of literature was in the belief that literature has a mission to expose social problems and to rise 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. In the same context, the Victorian poetry also was present and its main themes were loneliness, melancholy, suffering, social change and man's place in universe. 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.

1.4. The Victorian Novel

In the Victorian period the novel became the most fundamental literary form of representation in making connection with some of the interests of the age rather than poetry (Kilingopulos 108), this is because of the successful novels of Sir Walter Scott who created a fashion for the series novels and the rise of reading public.

The term novel usually used to mean a piece of writing; it was simply seen as a narrative form thus, a work of fiction which deals with the issues of everyday life (James 2). It takes its origin from the Italian word novella which denoted a short tale in prose. Also, the novel in that period showed a great variety therefore it can be classified into different kinds such as the historical novel, gothic novel and the social novel. Furthermore, novels of sensation or detective stories became popular in the Victorian times (Carter and McRae 133).

On the other hand, 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 (Abrams 193). 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 Victorian novel seemed to be directly related to issues and concerns of the people in society (Ruggieri 4). Therefore the appearance of new social, economic and political condition helped in shaping the course of the novel, because in a period of disruptive change, the novel was assuming a central role in contemporary debate (James 15). Under such circumstances and in order to create realistic views of nineteenth century living condition, the Victorian novelists were expected to depict life with fidelity and to be careful not to waste a single moment in paying "particular attention to exact documentation, and to getting the facts right" (Cuddon 729-731). Hence, Realism was a central concern in the Victorian novel, and it reflected unprecedented interest in the scientific nature of the material world (James 29).

Shortly, The Victorian novel helped people to exercise the moral sympathies and strengthen the feeling of human solidarity at a time of disruptive social change (Kilingopulos

69). Thus, it seemed clear that like the Elizabethan drama, the novel in the Victorian period served a popular need for influences which make a clear description of the harsh condition of Victorian life. Within this context Klingopulos stated that:

The task of the Victorian novelists was very limited and [...]. The social conditions at that time obliged them to adopt a pragmatic approach [...] There was an obvious demand for their work... there were tasks to be done, causes to be championed [...] The age demanded reassuring patriarchs and matriarchs, and writers vied with preachers and statesmen in providing this reassurance (68).

Moreover, the depiction of children's life in the nineteenth century England has been studied with great interests. During the Victorian era, there was a remarkable writing for children, and the Victorian writers indulged themselves in the child's world by writing novels for and about children. Therefore, one of the characteristics of the Victorian novels is the use of child as a protagonist in their writing. Within this context Sharpe and Henderson claims that:

Child protagonists featured in countless Victorian novels. The first child hero, Dickens's *Oliver Twist* (1837), was soon followed by Charlotte Brontë's *Jane Eyre*, Emily Brontë's *Cathy Earnshaw* and *Heathcliff*, William Makepeace Thackeray's *Amelia Sedley* and *Becky Sharp*, George Eliot's *Tom and Maggie Tulliver* and of course, a host of subsequent child protagonists in Dickens's own novels, from *David Copperfield* to *Pip*. The youthful characters who filled the pages of nineteenth century fiction served, in part as vehicles for the authors to come to terms with their own early years (795).

The famous writers who wrote for children were Dickens, Carroll and Lear.

Furthermore, authors such as Charles Dickens, William Makepeace Thackeray, Anthony Trollope, George Eliot, Charlotte Brontë 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 ix). They revealed their response to their society during the nineteenth century. In addition to that, they attempt to show their readers that there were a lot of problems behind the beautiful picture of the Victorian society (Carter and McRae 126).

Charles Dickens (1812-1870) is one of the greatest novelists in the Victorian novel as Tennyson is in the Victorian poetry (Blamires, 301). He is considered to be one of those few authors whose works remained popular after their death (Thornley and Roberts 120). With The Victorian novels, especially those written by Dickens, the language of Literature was improved and developed (Gillie 288). Dickens' artistic productions are varied in styles and themes (Gissing 7). Therefore he is regarded to be "the most widely read author of great powers and permanent interest" (Churchill 117). He is a man of some genius who contributes in enriching the scope of the novel during the nineteenth century. Within this context Miller asserts that "He made out of Victorian England a complete world, with a life and vigour and idiom of its own, quite unlike any other world there has ever been" (ibid).

Dickens combined his literary career with a variety of social interests (Shelston 83). Thus, his writings make the reader aware of those areas of interaction between society and literature at that period (Kilingopulos 27). He portrays and analyses the different condition of the Victorians. Through his different novels, Dickens focused on the social problems of his time and tries to describe and attack different kinds of unpleasant people and places, bad schoolmasters and Schools, dirty houses and bad prison (Thornley and Roberts 121). Most of Dickens' novels are full of characters; His characters are vividly drawn and invite readers warmly into the pages of his novels although they are thieves, murderers and hungry children (Thornley and Roberts, 121). Dickens was the first major novelist to place children at the centre of novels, and his achievement in doing so is one of his significant contributions to literature (Schlicke 14). Within this context Martin Stephen, in his book the English literature asserted that "the lost, neglected or ill-treated child is a central figure in a vast number of Dickens's novels, and perhaps derived from his own childhood" (2000 236).

In addition to that, he is an emotional critic who used the background of the English society as a source of themes for his books .within this context Stephen wrote:

Mr. Dickens was led by nature as much as by art to mix up a very strong dose of sentiment with his caricature. From first to last, he has tried about as much to make his readers cry as to make them laugh; and there is a very large section of the British Public - and especially of the younger, weaker, and More ignorant part of it - which considers these two functions as comprising the whole duty of novelists (Carney 3).

Dickens enjoyed life, but hated the social system into which he had born, therefore the cruelty of his time, is feeling that he must convey a message through fiction to his hard hearted generation (Evans 244).

Dickens wrote many novels, starting from his first success novel was the *Pickwick papers* (1836-7) to end with *Mystery of Edwin Drood* (1870). The main themes of Dickens writing is about the sufferings of children (Carter and McRae 127). The oppressed childhood is a recurrent theme in his works, because so many social ill had to do with children during the Victorian era (Grellet 218). In a countless of Dickens novels, child is a protagonist (Coote 453). Therefore, The most important image in his art, that of the child. Thus, in his several works he focused on the exploration of moral, social and psychological themes upon the image of the child, and in all of his fiction, as a number of critics has ably demonstrated, he makes a child's outlook integral to his artistic vision (Schlicke 14).

This is the subject of one of his well-known novels, *David Copperfield* (1850), *Oliver Twist* (1837- 8) and *Nicholas Nickleby* (1838-9) (Carter and McRae 127). In The two novels *Oliver Twist* (1837-1838) and *Nicholas Nickleby* (1838-9) Dickens describes the social problems of young boys and the plight of poor children in the face of institutional cruelty (Shelston 89). Within this context Harry Blamires in his book "A Short History of English Literature" asserted that "The experience of rising from poverty to affluence put feeling into Dickens's indignant attack on the cruel exploitation of the poor, children especially, as is evident in *Oliver Twist* (1837–8) and *Nicholas Nickleby* (1838–9)" (301). In *Oliver Twist*, Dickens describes the life of a poor and orphan boy's who witnessed a cruel treatment and miserable adventures (Thornley and Roberts 20). In this novel Dickens attacks the Poor Law of 1834 of Workhouse, by combining between "physical hunger with emotional starvation" (Coote 452). In *Nickolas Nicckelby*, Dickens describes the suffering of the orphan child *Nickolas* in Yorkshire school (Thornley and Roberts 22). The exploitation of children is a major theme in this novel (Stephen 238).

Unlike *Oliver Twist* and *Nickolas Nickleby*, in *David Copperfield* (1849-50) Dickens portrait the suffering of an orphan child who suffers a loveless childhood which emerges by the physical and psychological violence of his stepfather's oppression (Shelston 100). It was considered Dickens 'own favourite among his novels (Coote 460). The novel *David Copperfield* tackles part of key events in Dickens 's own life, in the preface to the original edition of the novel Dickens wrote;" Like many found parents, I have in my heart of hearts a favourite child and his name is *David Copperfield*" (Lucas 46). Therefore, it is an autobiographical novel about growing up. *David Copperfield* belongs to the Bildungsroman

novel, which is a type of novel that recounts the childhood of a character (Grellet 126). In the same context, *Great Expectation* (1860-1) is another famous novel of Dickens and considered to be a second autobiographical novel that is presented in a first person narrative (Shelton 106). In this novel, Dickens turned from corruption in society to the corruption of individual (Coote 469). Dickens in this novel describes the life of Pip, who becomes rich after a childhood dominated by a terrifying aunt. The main theme of this novel is wealth and its effects on the individual (Stephen 240). Furthermore, the suffering of children is continued in his novel *The Old Curiosity Shop* (1840-41). It is considered the most sentimental of all Dickens's novels (Stephen 238) the novel is famous for its heroin little Nell who suffers and died in ambiguous way.

Moreover, in his exposing of the ills of the industrial society, Dickens writes *Hard Times* (1854) which is considered to be the work of the Victorian times. It describes the bad side of the industrial society and it shows how the poor live (Carter and McRae 127).

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). Her famous novels were *Mary Barton* (1848), *North and South* (1855), in these two novels; Gaskell exposes the cruelty of the industrial system. *The North and South* is a novel that studies the different lives of English people, the poor in the north and the rich in the south. Their plot centered on a gentle girl from the south who goes to the north and meets the problem of angry crowds of poor work people. She also wrote a biography of Charlotte Brontë (Thornley and Roberts 126). Throughout her novels she tries to depict the reality of the Victorian times in their writing (Carter and McRae 130).

Another famous woman novelist was George Eliot (1819-80) who wrote about women's themes and of the whole society (Carter and McRae 31). Her real name was Mary Ann Evans. Eliot's first novel was *Adam Bede* (1859) which was influenced by the memories of her childhood. Her other famous novels include *The Scenes of Clerical Life* (1858), *The Mill on the Floss* (1860) and *Silas Marner* (1861), but *Middlemarch* (1872) remains as her greatest and finest novel (Thornley and Roberts 126). Eliot's novels follow the moral, spiritual and sentimental progress of sensitive heroines facing moral crises. (Grellet 108).

In addition to that, other famous women novelists during that time were the three Brontë sisters, Charlotte, Emily and Anne. Their writing was about the suffering of women in the Victorian society. *Jane Eyre* (1847) is considered to be the finest novel of Charlotte Brontë. Therefore, it can be described as a novel through which the writer examines many

sides of the circumstances of women (Carter and McRae130). Their plot is concentrated on the life of a poor girl who is orphan and lived with a cruel aunt and sent to a miserable school. Although she was not beautiful and goes through several sufferings and difficulties, her life changed when she meets Mr. Rochester and married him (Thornley and Roberts 124). Charlotte's other famous novels were Shirley (1849), The Professor (1857) and Villette (1853). Charlotte's sister, Emily, wrote one of the greatest English novels, Wuthering Heights (1847). The youngest sister, Anne Bronte, wrote The Tenant of Wildfell Hall (1848). In fact, all the three Bronte sisters changed the way of the novel by presenting female characters. (Carter and McRae 130 -131).

William Makepeace Thackeray (1811-1863) was also a famous literary figure in the history of the Victorian novel. He was often compared with Dickens in his own generation (Pollard 115). Thackeray's world is the world of London society (Betsky 139). His famous novel was Vanity Fair (1847-8). Selfishness and the corruption of society are the central themes of the novel (Stephen 243). His novels have a historical theme and it Questions many values of Victorian society (Carter and McRae132-133). Thackeray's other famous novels were Henry Esmond (1852), The Virginians (1857-9) and The New Comes (1853-5). In the same context, Anthony Trollop is also considered a renowned novelist in the Victorian era after Thackeray. He learned from Thackeray to write in detail of the world of London and shared with him in his satirical view of life, his realism and his way of developing plot (Pollard 131). Actually, he wrote nearly forty –seven novels. His outstanding two novels were the Orley farm (1862) and The Way we Live Now (1857) (Carter and McRae 133).

Thomas Hardy (1840-1928) is considered to be one of the most important Novelists who wrote about problems of the Victorians in the late nineteenth Century (Carter and McRae 134). His famous works include the Return of the Native (1878), The Mayor of Caster bridge (1886) and Jude the Obscure (1895). His novels are pictures of human beings struggling against fate or chance, Nature plays an important role in his novel (Thornley and Roberts 131). Hardy believed in determinism and turned it into a pessimistic philosophy of life therefore the tone of his novel is tragic (Grellet 232).

In the same time Charles Darwin (1809 -1882) famous work on the Origin of Species (1859) caused a great crisis of faith, this was reflected in many writings of the time especially Thomas Hardy (Carter and McRae 134).

All in all, the Victorian novel especially those written by Dickens and, through its realistic depiction of the Victorian society in general, enabled the readers to understand what was going on in England at that time.

2- Charles Dickens Profile

2.1. The Biography of Charles Dickens (1812-70)

Charles John Huffam Dickens, the greatest novelist in the Victorian era, that England has yet produced and the most popular writers in the history of literature, was born at Land Port in Port Sea near Portsmouth in England on Friday, the 7th of February in 1812. He was the second son of eight children that born to Elizabeth Barrow and John Dickens of whom two died. His father was a clerk in the navy pay office and employed in the Portsmouth Dockyard when little Charles first came into the world (Forster 22).

His father's job forced him and his family to move frequently to a successive removal from Portsmouth to London and from London to Chatham (Marzials 6); they lived for a few years in Chatham, during the last two years of Charles there, he received some education in a school kept governed the young Baptist minister Mr. William Giles. During this time Dickens was about between four and five years old; he stayed till he was nine. Here the most durable of his early impressions were received; and the associations that were around him when he died were those which at the outset of his life had affected him most strongly (Forster 23).

His first desires for knowledge, and his earliest passion for reading, were awakened by his mother who taught him the first rudiments not only of English, but also, a little later, of Latin. She taught him regularly every day for a long time (Forster 24). Charles was a sickly boy, more given to reading than sports within this context Frank Marzials in his book life of Charles Dickens states that:

a small boy who was sickly and delicate, and could take but little part in the rougher sports of his school companions, but read much, as sickly boys will-read the novels of the older novelists in a "blessed little room," a kind of palace of enchantment, where "'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 him company." And the queer small boy had read Shakespeare's "Henry IV." (7)

Dickens spent some happy childhood years in Chatham, but unfortunately, his happy time in Chatham transformed and followed with a period of misery because, after a few years residence in Chatham, the family removed again to London. The earliest impressions received and retained by him in London were of his father's money involvements; representing that

crisis of his father's affairs. The family had to take up its abode in a house in Bayham Street which was the poorest part of the London and they forced to live in poverty, this Resulted in his father's imprisonment for debt and carried off in the Marshalsea prison (Forster 26-27). When his father was imprisoned for debt, Dickens then was about eleven to twelve years old and forced to work in a blacking factory in Hungerford Market, London, in order to support his family. This happened after a connection with a stepson to his mother sister James Lamert; who lived with the family in Bayham Street before they moved from Gamden Town to Cover Street. The latter offered a job for him to employ on a salary of some six shillings a week. (Marzials 8). Within this context John Forster in his book *The Life of Charles Dickens* asserts that:

In an evil hour for me, as I often bitterly thought. Its chief manager, James Lamert, the relative who had lived with us in Bayham Street, seeing how I was employed from day to day, and knowing what our domestic circumstances then were, proposed that I should go into the blacking-warehouse, to be as useful as I could, at a salary, I think, of six shillings a week. I am not clear whether it was six or seven. I am inclined to believe, from my uncertainty on this head, that it was six at first, and seven afterwards. At any rate, the offer was accepted very willingly by my father and mother, and on a Monday morning I went down to the blacking-warehouse to begin my business life (32).

The misery of this situation is pictured in David Copperfield's experience in the wine warehouse of Murdstone and Grinby (Eliot 1). In the mean time, Dickens expressed his anxiety after being exposed to child labour and the loss of an opportunity to be educated in his biography by John Forster:

No words can express the secret agony of my soul as I sunk into this companionship; compared these every-day associates with those of my happier childhood; and felt my early hopes of growing up to be a learned and distinguished man, crushed in my breast. The deep remembrance of the sense I had of being utterly neglected and hopeless; of the shame I felt in my position; of the misery ... , I often forget in my dreams that I have a dear wife and children; even that I am a man; and wander desolately back to that time of my life." (33).

Moreover, while Dickens was working at the blacking factory, the little Dickens was placed under the care of a reduced old lady in Camden Town whereas his family went to live

in the Marshalsea (Marzials 9). Therefore, during this time he faces many difficulties mixed with poverty, lost and suffering (Forster 34). The pictures from the prison and the blacking factory reflect in his several novels especially *David Copperfield* and *Little Dorrit* (Dailey 30). The suffering of childhood that Dickens witness during this time is expressed in his biography by John Forster:

It is wonderful to me how I could have been so easily cast away at such an age. It is wonderful to me that, even after my descent into the poor little drudge I had been since we came to London, no one had compassion enough on me -a child of singular abilities, quick, eager, delicate, and soon hurt, bodily or mentally- to suggest that something might have been spared, as certainly it might have been, to place me at any common school. Our friends, I take it, were tired out. No one made any sign. My father and mother were quite satisfied. They could hardly have been more so if I had been twenty years of age, distinguished at a grammar-school, and going to Cambridge (Forster 32).

His work at the blacking factory is a difficult experience from which he derived his life-long interest in the plight of neglected or ill -treated children (Grellet 122).

Furthermore, John Dickens paid his debt with the money that his mother left it to him, who died when he was in the prison (Dailey 30). After his father release from debtor's prison, Dickens allowed to study at wellington house academy in Hampshire road, London from 1824 to 1827 at Mr. Jones's school. He acquired, in short, a fund of school knowledge that seemed inexhaustible. But in May 1827, he had been at another school. During this time, he worked in the office of a solicitor in new square, Lincoln's Inn fields. In the same time, he entered the office of a second solicitor in Gray's Inn on a salary of thirteen shillings and sixpence a week; he remained till November, 1828. It was during this period that he picked up a good deal of information; he given a particular attention to the parasite of law. He was about fifteen during this time. Therefore, it seems clear that his school life might be computed in months (Marzials 10-11). After working as a solicitor's clerk, he became a journalist specializing in the reporting of parliamentary affairs (Grellet 122).

In addition to that, when he was seventeen, Charles fell in love with a girl from a rich family. Dickens' relationship with Maria Beadnell ended. She was sent away to Paris to forget about this unsuitable suitor, because of his background; his job, lack of social position and his

father imprisonment for debtor's prison. (Dailey 37). In 1836, Dickens married Catherine Hogarth, the daughter of his friend the editor George Hogarth. Catherine was four years younger than Dickens, she bore him ten children. He loved his wife and family life. (Dailey 39- 41-44).

Dickens travelled throughout Europe and America. In 1842, he visited the USA, where he was welcomed as a celebrity he wrote travel book, *American Notes* that was based on his trip. On his return home, he satirized US democracy in *Martin Chuzzlewit* (1844). In 1870 he died from the bursting of a blood vessel in the brain. He was buried privately in Westminster Abbey. Dickens was a man of great kindness and sympathy with weakness and suffering, these characteristics led him to use his art for the purpose of social reform (Eliot 2).

2.2. Charles Dickens the novelist

Charles Dickens is considered to be one of the most outstanding literary figures in the Victorian age; he began his career as a freelance journalist, reporting legal and parliamentary affairs (Coote 450). Therefore, with a little education and a lot of hard work, Dickens became a parliamentary reporter and then a full scale novelist.

Dickens enjoyed life, but hated the social system into which he had been born therefore the cruelty of his time coming from the consequences of the Industrial Revolution, was a feeling that he had to convey a message through fiction to his hard hearted generation (Evans 244).

Furthermore, Dickens was not only attracted by writing but also by acting. When he was nineteen years old he entered the theater. He had somehow read a good deal at the British Museum and devoted most of his evening to the theatre. At this time, Dickens decided about a theatrical career whose strongest effects were produced by the exercise of Melodramatic talent; as an amateur, he acted frequently in the whole of his life (Gissing 10).

In addition to that, During Victorian times, news papers and magazines were extremely popular; they had a greater readership than books. Dickens was offered a job as a journalist for several news papers, including the *True Sun*, the *Mirror of Parliament* and the *Morning Chronicle*. Also he wrote for his news paper's sister paper the *Evening Chronicle*. In the 1836, Dickens became the editor of a new monthly magazine, *Bentley's Miscellany* (Dailey 35- 39). He began his writing career as a writer of fiction in 1833 publishing his stories in the monthly magazine, and in 1836 appeared his first book *Sketches by Boz*, in March of the same year he issued one of the great comic works, the first number of the *Pickwick Papers*. During this time Dickens became famous. From 1837 to 1841 emerges the

publication of “Oliver Twist,” “Nicholas Nickleby,” “The Old Curiosity Shop,” and “Barnaby Rudge” that followed in quick succession (Eliot 2).

The year 1842 was a turning-point in his career. Dickens made his first visit to America; he came back with ideas that enlarged on many subjects, by Publishing American Notes and the greatest of his works Martin Chuzzlewit (Gissing 16). Moreover, on his return to England, he produced his book the Christmas Carol. In 1844, he made a visit to Italy and in the following year, 1846 he edited the Daily news, but quickly returned to fiction by publishing Dombey and son and David Copperfield, the later is the most autobiographical and may be the most popular of all his works. Furthermore, the years 1852–57 saw the publication of “Bleak House,” “Hard Times,” and “Little Dorrit”. Also, he continued writing of his novels, “A Tale of Two Cities,” “Great Expectations,” and “Our Mutual Friend” appearing between 1859 and 1865. In 1867–68 he returned to America, where He was engaged in the composition of “Edwin Drood” 1870, which was his last novel that Dickens died and left it unfinished (Eliot 2).

The most of Dickens novels were wholly located in London, where he lived the greatest part of his life. Charles Dickens was interested in the social picture of the Victorian age in all his literary works; he saw the novel as an effective tool of social reform. Therefore, he became the conscience of his age, attacking all forms of injustice, selfishness, cruelty and misery – all the failures of Victorian society (Grellet 122).

In Short, Dickens’ popularity as a famous writer during his time is due “to his intense human sympathy, his unsurpassed emotional and dramatic power and his aggressive humanitarian zeal for the reform of all evils and abuses, whether they weigh upon the oppressed classes or upon helpless individuals” (Fletcher 159). Throughout his career Dickens turn to journalism as a means of publishing abuses and venting his anger (Coote 457).

2.3 .Charles Dickens as a Social critic

Charles Dickens was one of the prominent novelists in the Victorian age, who combined his literary carrier with a variety of social interest and believed in the ethical potential of literature and the novel in particular as an important instrument of social reform, Dickens used the novel as a repository of social conscience. Therefore he used fiction as an important tool to criticize economic, social and moral abuses existing in the victorian period. Throughout his novels, he seeks to diagnose human ills and then endeavours to find a remedy to them.

Moreover, Dickens writes novels which criticize Victorian society in a general way. The common theme of his writing is about the suffering of the Victorians, particularly children (Carter and McRae 127). He sets out to attack some specific abuses existing towards children during the Victorian time, Dickens interest in the social picture of his age is due to his childhood experience. The experience of rising from poverty to affluence put feeling into Dickens's indignant attack on the cruel exploitation of the poor, children especially (Blamires 301). Within this context George Gissing in his book *Charles Dickens: A critical study* asserts that:

Dickens, if any writer, has associated himself with the thought of suffering childhood. The circumstances of his life confined him, for the most part, to London in his choice of matter for artistic use, and it is especially the London child whose sorrows are made so vivid to us by the master's pen."(3)

In a vast number of Dickens novel, the lost, neglect or ill treated children is a central figure. Dickens used the figure of child in order to reveal his views on society (Stephen 236). According to Dickens, childhood was a long time filled with agony, abuse and suffering, for him it is a crime against children to rob them from their childhood (Mackenzie 203). Moreover, Dickens stands as the first novelist to give children a central role in his stories. In his several works he focused on the exploration of moral, social and psychological themes upon the image of the child, and in all of his fiction, as a number of critics has demonstrated, he makes a child's outlook integral to his artistic vision (schlicke, 14). With the description of *Oliver Twist*, *David Copperfield*, *pip* and many other orphans, Dickens reveals his crusade against the abuses inflicted on Victorian children.

All in all, Dickens successfully portrays the abuse of children in nineteenth century Britain evokes reader's sympathy to the deplorable and drab conditions of the children.

2.4. Charles Dickens's Literary Tendency

Charles Dickens wrote during the early Victorian era, his works defies classification with insight, grace, irony and satire; he delineated human relationships within the context of English country life. His most period of literary activity was 1837-1857.

Realism was one of the dominant aesthetic of the Victorian period that appeared in England in 1855. Dickens's novels are related more specifically to what "mid-Victorian realism". There was a strong connection between Dickens's novels and the rise of realism; he clearly took part in the realist quest for authenticity, because his novels always referred to social problems of their time. In his description of reality, Dickens was in fact aimed to reach

the truth of the objects he was depicting. According to him, realism was a moral truth. He developed some interesting concepts which enabled him to reconcile his imagination with the dominant literary requirements of his time in exploration and definition of the features of Victorian realism (Vanfasse 1-2). Within this context Andrew Sanders in his book the oxford history of English literature states that:

Dickens novels are multifarious, digressive and generous .in an important way; they reflect the nature of Victorian urban society with all its conflicts and disharmonies, its eccentricities and its constrictions, its energy and its extraordinary fertility, both physical and intellectual" (405).

Therefore, the novels of Dickens are delightful and profound; they are simple pictures of society life and reflect the importance of family in human affairs.

Furthermore, David Copperfield is central to Dickens career; its evocation of suffering derives from the novelist's acute awareness of his own boyhood reverse but its detailed, observation and its description of the slow disciplining of the heart give it a confident vitality and a progressive optimism which allow for the transmutation tragedy (Sanders 407). In this novel Dickens links between reality and fiction such as his account of his childhood working years at warrant blacking factory, a year that he thought would go on forever (Allan 6-13). Therefore, David is recognizably a real child with specific sufferings, in a realistic and not merely symbolic ambience (R. F. Leavis and D. Q. Leavis 153).

In addition to that, Dickens exploited the relationship between character and their environment, moulding them into a singular recognizable fictional world (Sanders 409). Dickens has a powerful element of sentimentality in his own character which enabled him to respond to his aspect popular taste (Shelston 85). Also, Dickens was a comic novelist and characterization was the source of his humor. He can make his audience laugh at a character or phenomenon or make them laugh with them; his comic varies from pure entertainment and comic enjoyment of life to the harshest and most biting of satire (Stephen 234-235).

In short, Dickens was born during a time when Britain was undergoing changes thus; he directed his literary career to write about the living condition during that time. Within this context Andrew Sanders claims that:

Dickens directed his fiction to a questioning of social priorities and inequalities, to a distrust of institutions, particularly defunct or malfunctioning ones, and to a pressing appeal for action and earnestness. If he cannot exactly be called a 'reforming' novelist, Dickens was prone

to take up issues, and to campaign against what he saw as injustice or desuetude, using fiction as his vehicle (404).

All in all, Dickens literary tendency can be traced as a social realist writer who used his fiction to reflect the reality of the living condition of the Victorians, during the nineteenth century and to make people aware about it. Therefore, Dickens, in his characteristically populist way, challenges the inhumanity aspects of the new social legislation, he shares the anxieties of his time about potential disorder (Peck and Coyle 170).

2.5 The philosophy of Charles Dickens

Charles Dickens philosophy of life can found itself at the odds with the unfounded optimism of the Anglican Church of his lifetime (Cunningham 255-256). He was a die-hard realist both in life and in work. Thus, the writer most responsible for creating a sense of the period for subsequent generations bitterly opposed the factual representation of reality in fiction (James 30). Within this context Miller states that " From novel to novel throughout his career Dickens sought an ever closer approach to the truth hidden behind the surface appearance of things. But he sought this truth not so much by going behind the surface as by giving an exhaustive inventory of the surface itself" (xvi).

Also, Dickens was a faithful to the teaching and to the general theological frameworks of Christianity as a moral basis for his thought his action and above all his writing (Sanders 405). He was a social critic with a deep awareness that there is something wrong with the society. Thus, he sees the novel as an instrument of social reform and as an effective tool of moving people into an awareness of moral and social concerns (Grellet 122).

Moreover, there is no doubt that Dickens approved of sentimentality, both in himself and others, the main flood of his sentimentality occurred between the years 1837 and 1850 from *Oliver twist* to *David Copperfield* (Churchill 120). Within this context James claims that:

Dickens himself continuously reassessed the nature and significance of 'feeling' in his novels, and made an examination of 'the undisciplined heart, a central concern of *David Copperfield* (1849–50). porder to understand and control his own feelings as he enters the realities of responsible adulthood. David observes a gallery of models of 'feeling'. The vulnerable emotionality of his mother; the undisciplined passions of Steerforth and Little Em'ly; Rosa Dartle's insatiable anger; Uriah Heep's cold-hearted calculation; Micawber's theatrical attitudes; and Aunt Betsy's practical benevolence – all these

are lessons of the heart David must observe and learn from in order to understand and control his own feelings as he enters the realities of responsible adulthood (70).

Furthermore, Dickens has associated himself with the suffering of poor, a central focus in his novels, because Dickens himself suffers the harsh abuse upon the poor by the English legal system in England as Monore Engle states "in all his [Dickens] fiction, there was purpose in his portrait of the poor, I have a great faith in the poor; to the best of my ability, I always endeavour to present them in a favourable light to the rich and I hope until I die, to advocate their being made as happy as wise as the circumstances of their condition (Engle 495). Therefore, the representation of the law in Dickens's novels tells us more about his philosophy of fiction than it does about the statutes of the time, but it is no less powerful and engaging for that (Schramm 278).

In addition to that, Dickens belief in "dramatic entertainment" as ideally a crucial site of communal imaginative experience goes some way toward explaining his lifelong passion for the theater. For him, "dramatic entertainment" has the socially cohesive potential to counter the forces of fragmentation at work in industrialized Britain (John 143). Dickens was willfully quiet on his own art and artistry, believing that an artist's work should speak for itself (John 142). Therefore, the emotional, moral, and populist tendencies of melodrama all appealed to Dickens. His attendance at, and enjoyment of, melodrama were lifelong (John 149). He was conscious of melodrama's potential relevance to the primal emotional, moral, and political life of its culturally diverse audience (John 150).

In short, Dickens's philosophy had a great effect on his fictional works.

3-Orphanism in Dickens novels

When we hear the word "orphan" directly we bear in mind or imagine a child whose parents have both died or only one of them died. Charles Dickens is well known by the use of the orphan figure in his novels. Thus, one of the characteristic of his hero and heroine that he uses were orphan who moves from position of deprivation and oppression to a position of care and kindness (Peck and Coyle 117).

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). Dickens was always sympathetic to children, and one of his big contributions to the English novel was the prominence he gave to child characters and the child's experience (Jones 3). Within this context Allan Grant in the preface to Dickens stated that: "The child and the importance of childhood experience to later life are at the centre of

Dickens' concerns as an imaginative writer. He will continue to be read for his many other qualities as a novelist ... But he is uniquely celebrated as the novelist of childhood" (*Grant* 92, quoted in Chien, 2012: 194).

Dickens was influenced by Blake and Wordsworth for his use of the child as a literary figure. The figure of the child that Dickens used in purpose to reveal his views of society and the children that appear in his novel are those who cast the right judgments on the adults and the society in which they live (Stephen 236). Lucas in his book *Charles Dickens the Major novels* claim that:

A recurrent feature of Dickens novels is their insistence on exposing the innocent, to the horrors of the society in which they live, horrors from which Dickens implies, you might expect them to be protected. There is nothing prurient about this .from *Oliver*, through *Nell*, *David Copperfield*, *Esher Summerson*, to *Anny Dorrit* (18).

In short, Dickens children are orphans or have only one unsympathetic parent. Throughout his novels, Dickens depicts a majority of parents and a guardian as uncaring and unfeeling. Within this context, Adrian says, "With none of his dream children did Dickens identify more fully than with the orphans, who comprise the largest single group in his novels. There is hardly a major character that has not lost either a father or mother, or both" (Adrian 72, quoted in, Chien 2012: 194).

Dickens stands as the first English novelist to give children a central role in his stories, with the portrayal of *Oliver Twist*, *David Copperfield*, *Pip Pirrip* and many other orphans, Dickens reveals his Crusade against the abuses inflicted on Victorian children. Orphans were common characters in Dickens' novels that reflected partly the author's own early suffering. Under the pen of Dickens, the child grows from a passive observer of human drama into an active and creative character (Chien 193).

Moreover, Dickens' most popular treatment of the rejected and cruel treated child was in the 1850 novel, *David Copperfield*, of all his novels, was considered the most autobiographical and persuasive that Dickens identified his own boyhood with that of children victimized by unfeeling society (Chien 202). In *David Copperfield*, Dickens drew on the traumas of his own childhood and unhappy of his youth to create a fictional autobiography (Coote 460). In his identification with orphans, Dickens used *David Copperfield* not only to record and transform his own experience but to emphasize the role of the surrogate parent (Chien 203). Most of the major children in the novel experience something less than a normal family life, Emily, Rosa, Dora, David and Ham have lost both parents by the end of the book

within this context Ford in *David Copperfield* explains that "by representing the world as place where normal family relationships are abnormal or nonexistent by giving us a sense that we are all in effect, orphaned, Dickens achieved a consistent perspective from which to view the drives and desires of the child and the man (Ford 225, quoted in Chien, 2012:203) .

From *Oliver Twist* to *David Copperfield*, Dickens illustrates the child's struggle to exist on terms other than those imposed by an adult or society. *David Copperfield* childhood, like other Dickens heroes has experienced solitude and deprivation, the lack of satisfactory place within a family or society (Chine 206).

In addition to that, by experiencing a feeling of total abandonment, Dickens' children are usually mistreated, both physically and emotionally (Chien 195). *Oliver Twist* (1838) was the first Dickens' novel to confront the reading public with the abused child. It was the story of an orphan boy who suffers a cruel treatment and miserable adventure (Thornley and Robert 21). Dickens writes *Oliver Twist* to highlight the problems of poor children who after the poor law act of 1833 ended up in the work house. Within this context Coote states that:

The institutionalized physical hunger of the workhouse is at one with the emotional starvation "the gruel disappeared, the boys whispered eath other and winked at Oliver while his next nighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity: please, sir, I want some more (452).

On the other hand, Zwerdling suggests that Oliver deprivation is primarily physical and external; he states that "between *Oliver Twist* and *Black house*, Dickens vision of childhood suffering became much more psychological ... by the time Dickens came to write *Dombey and Son*, he had become more interested in the child deprived of love than of food and shelter (Yatsugi 1). He also points out that Dickens is interested in someone who remains trapped between childhood and real maturity (2).

In *Great expectations*, Dickens turned from corruption in society to the corruption of individual (Coote 469). Pip is an orphan boy from the beginning of the story who comments on the magnitude of injustice in the child's world (Chine 196). In this novel Dickens describes the orphan boy who led into moral delusion by Magwitch's money, self- awareness and the knowledge that human goodness is true are brought by Pip at the coast of painful isolation and suffering (Coote 470). Also in other novel *Nicholas Nickleby*, Dickens portrayed the plight of unwanted children in remote boarding schools (Dunn 8).

CHAPTER I Victorian literature and society: A Historical Background

In short, Charles Dickens childhood experience contributed to his sensitive to the oppression and neglect of children by family or other members of society, and in the world of Dickens novels, poor orphanage or abandoned kids suffer their fate; they are the victims of egoistic adults.

Conclusion

Throughout this chapter, we have attempted to explore how Charles Dickens uses his experiences to build his literary world through his famous novel *David Copperfield*, and how the state of the social life that he lived and his philosophy as well helped in shaping his literary career as a famous writer by using his fiction in purpose to make his readers aware of the living conditions during the Victorian time.

Practical Part: Analysis of the Novel

Chapter Tow

Literary Analysis of David Copperfield

Introduction

1- The figures of David Suffering

1.1 The family bound

1.2 The Suffering at School (Salam House)

2- David Copperfield self reliance

Conclusion

Introduction

In this chapter, we shall focus on the figures of David's suffering. Throughout the novel David struggles with other characters to achieve self –fulfillment and happiness. The aim of this chapter is to show that this novel is a great example of a child suffering in society.

1. The figures of David Suffering

1.1 The family bound

The family is the core of society from which individuals can live happily. However, individuals sometimes overcome some obstacles that reduce their happiness, as the changes that occur in the family such as the death of father and the marriage of the mother to another man and followed by the death of the mother too, as it appears in the case of David Copperfield. Furthermore, Dickens in his several works shed light the subject of family relationship, especially in his novel "*David Copperfield*".

David Copperfield is an orphan boy who spends some happy days with his mother and under the care of his nurse Peggotty, but David happiness ends when his mother married the cruel men Mr. Murdstone who brings his sister Jane Murdstone to live with them in the house. During this time David is treated harshly by the Murdstones.

In fact, the story of David suffering begins with the day and hours of his birth, he was born on Friday at night and it is considered by the women of the village that he would be unlucky in life, as is evidence when Dickens declares this in the early chapter of the novel:

In consideration to the day and hours of my birth ,it was declared by the nurse and by some sage women in the neighborhood who had taken a lively interest in me several months before there was any possibility of our becoming personally acquainted ,first , that I was destined to be unlucky in life (David Copperfield Ch I, p.3).

From this quote, it becomes evidence that David's suffering can be traced from the early beginning of his life when the old woman in the village stated that the baby was born on Friday thus, he would be unfortunate in his life. Therefore, he will face many obstacles and difficulties that will reduce his happiness and make him suffer in his life.

However, he was born with a caul or membrane that covers the head of infant that means he would be fortune in life (Dickens 736). As a small boy David experienced the loss of his parent, he knows in very early years that his father died six months before he was born as is evident 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 ChI, p. 4).

From this quotation, we come to realize that David is an orphan boy whose father died before he opened his eyes to this world; six months before he was born. David remembers some shadows of a grave in the church yard.

Furthermore, Mr. Murdstone treated David very harshly and 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:

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 Ch IV, p. 47-48).

So, from this quotation, it became clear that reading books can be seen as the only shelter for David to escape from the cruel treatment of Mr. Murdstone. These books became his best friend in his isolation. While David was reading his books, he began to realize what he have red during this time to impersonating his favourite characters, the bad ones in Mr. Murdstone and Miss Murdstone.

In addition to that, Mr. Murdstone frightened David by showing him a cane, David forget his lessons and the Murdstone beats David, in the meantime David manages to bit him (Mr. Mudstones' hand).

He walked me up to my room slowly and gravely –I am certain he had a delight in that formal parade of executing justice –and when we got there, suddenly twisted my head under his arm."Mr. Murdstone! Sir "I cried to him."Don't! Pray don't beat me I have tried to learn .sir, but I can't learn while you and Miss Murdstone are by I can't indeed" (David Copperfield Ch IV, p. 49).

We can easily deduce that, While David's Mother was teaching him, he witnessed a cane in the hand of Mr. Murdstones. Thus he was interrupted and feels afraid and forgets what his

mother taught him. In the mean time, Mr. Murdstone ordered him to walk up to his room, suddenly David surprised by the behavior of Mr. Murdstone of beating him. David cried and pleaded him to don't beat him and told him that he can't learn with their attendance. Moreover, David tried to stop him and in order to defend himself he bits Mr. Murdstone in his hand. As a reaction to this Mr. Murdstone beats David again harshly as if he beat him to death, as is evidence in:

I twined round somehow ,and stopped him for a moment, entreating him not to beat me .It was only for a moment that I stopped him, for he cut me heavily an instant afterwards ,and in the same instant I caught the hand with which he held me in my mouth ,between my teeth ,and bit it through. He beat me then. As if he would have beaten me to death (David Copperfield Ch IV, p. 49-50).

Also, as a result to this misbehavior with his stepfather, David was imprisoned for five days, sees no one but only Miss Murdstone who brings to him bread meat and milk. David expresses the length of these days as in:

The length of those five days I can convey no idea of to anyone .they occupy the place of years in my remembrance .The way in which I listened to all the incidents of the house that made themselves audible to me, the ringing of bells, the opening and shutting of doors, the murmuring of voices, the uncertain pace of hours,especially at night, when I would wake thinking it was morning ,and find that the family were not yet gone to bed, and that all the length of night had yet to come – the depressed dreams and nightmares I had –the return of day, noon ,afternoon ,evening ,when the boys played in the churchyard , and watched them from a distance within the room, being ashamed to show myself at the window lest they should know I was a prisoner (David Copperfield Ch IV, p. 51).

The passage above is an evidence that David suffers a lot from the length of these five days. Thus, he resembles them by years instead of days that had gone from his life. Also, he expresses the suffering that he feels for being isolated, listening to the ringing of balls, the opening and closing of the doors. And above all, the playing of boys outside in the churchyard when he saw them from the windows of his room and hide himself for being ashamed that he was imprisoned, during this time, David described his missing and nostalgia of the playing with the boys. So, it became clear that is so hard and not justice to isolate a child. David explains the long of hours especially at night that makes him uncertain and doubt of knowing the time whether it is morning or not. However, he was surprised that his family doesn't go to Bed yet.

Moreover, as a consequence of this punishment of imprisoned and in the evening of the five day, Peggotty informs David that he will be sent to a school in London as 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. Mudstones' 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 Ch X, p. 127).

As a result of David's mistreatment with Mr. Murdstone, David was sent to a boarding school in London. When Peggotty informs David about the decision of Mr. Murdstone of sending him abroad, he feels sad and began to blame himself and ask question like what I have done to have been sent to hardest school, of course they hate me, it became clear from the beginning, they harshly, steadily and sullenly overlooked at me. Mr. Murdstone has a desire to throw me away abroad to get rid of me.

David has a strong relationship with his mother, but Mr. Murdstone forbids David's mother to express her affection to David and brings her to death. After the death of his mother, David became an orphan and removed from school. In the same time Peggotty married Mr. Barkis; so, he had to stick out on his own to overcome Mr. Murdstone. During this time David feels that he was neglected and express it as follow:

And now I feel into a state of neglect, which I cannot look back upon without companion. I feel at once into a solitary condition , -apart from all friendly notice , apart from the society of all other boys of my own age ... all this time I was so conscious of the waste of any promise I had given , and of my being utterly neglected , that I should have been perfectly miserable (David Copperfield ch X, p. 127-128).

On the other hand, David is sent to work in London at the age of ten at Mr. Murdstone and Granby's in warehouse with the help of his stepfather's friend Mr. Quinion in blackfriars, labeling, washing and corking bottles. 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 Ch XI, p. 130).

David states here that, after the death of his mother, he was removed from school and Mr. Murdstone sends him to work at the blacking factory in London at the age of ten. David described the status of his suffering that he was thrown away in a very little age. He was surprised by this action; he didn't think that Mr. Murdstone could do something like that by sending him to work. Thus, how it became to a little child with a strong power of observation and excellent abilities working in the services of Mr. Murdstone.

In the same time, David expresses the suffering that he feels during his work in the blacking factory in London and how he missed to the old days of his happier childhood as in:

Now words can express the secret agony of my soul as I sunk into this companionships ,compared these henceforth every day associates with those of my happier childhood –not to say with Steerforth ,Traddles ,and the rest of those boys; and felt my hopes of growing up to be a learned and distinguished man .the deep remembrance of the sense I had , of being utterly without hope now ; 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, would pass away from me ... I mingled my tears with the water in which I was washing the bottles (David Copperfield Ch XI, p. 131-132).

While David was working at the blacking factory, he remembered his best days with his companionship especially Steerforth and Traddles, with whom he learned and spent his happiest time of his childhood. He feels sorry for himself for being thrown away to work in a factory. David described how he suffered and left his hope to be learned and distinguished man. In short, in this quote, he stated that no word can express the sufferings that he feels during his time of working at the blacking factory, that what he have learned is gone away and he described the deep misery he face during this time and how he mixed his tears with the water of which he was washing the bottles.

All of all, the beginning chapters of the novel, examines David's unfortunate social position and his interior status .David is a little boy on his own, deeply vulnerable to the uncaring adults around, him .with the loss of his parents, David lost his only chance for love in his childhood.

1.2 The Suffering at School (Salam House)

School is the place from which peoples acquire knowledge, encounter with each others and learn a lot of information. But peoples sometimes struggle to get their success, with the cruel treatment of headmaster and teachers as it is occurred in a vast number of Dickens Novels in his several works, Dickens tackled the subject of the suffering of children at schools especially in his novel David Copperfield.

Mr. Murdstone designed a plan to get rid of David as a result of his misbehavior with him. David is punished by sending him to a broadening school in London, a miserable school under the oversight of Mr. Creakle, who have a harsh treatment with the boys of the school. Therefore, David suffering in childhood continued at school where the boys frightened by Mr. Creakle. As David said in:

I should think there never can have been a man who enjoyed his profession more than Mr. Creakle did. He had a delight in cutting at the boys, which, was like the satisfaction of craving appetite. I am confident that he couldn't resist a chubby boy. especially; that there was a fascination in such a subject, which made him restless in his mind, until he had scored and marked him for the day. I was chubby myself, and ought to know (David Copperfield Ch VII, p. 76).

In this quote, David explains the cruelty of Mr. Creakle with the boys in Salam House School and how he enjoyed time in cutting at the boys like a pleasure. Thus, he sometimes feels anxious unless he gets something about a boy from the boys of the school and punishes him, and after that he will feel satisfy.

Also he added that in the first half at the school when Mr. Creakle said that:

Now, boys, this is a new half. take care what you're about, in this new half. come fresh up to the lessons, I advice you, for I come fresh up to the punishment. I won't flinch. it will be of no use your rubbing yourselves; you won't rub the marks out that I shall give you. now get to work, every body (David Copperfield Ch VII, p. 76).

Furthermore, The first thing that the Murdstone done to David as a punishment for him, is that he sent him to the school in holiday when there is no one on the school, as Dickens shows this in:

I said to Mr. Mell I supposed the boys were out, but he seemed surprised at my not knowing that it was holiday time. that all the boys were at their several homes. That Mr. Creakle, the proprietor, was down by the sea side with Mrs. and Miss Creakle, and that I was sent in holiday time as a punishment for my misdoing all of which he explained to me as we went along (David Copperfield Ch V, p. 67).

From this quote, it became clear that Mr. Murdstone send David to Salam House School in a holiday as a retribution for his misbehavior with him. Later on David discovered that there is no one in the school therefore it is a holiday as Mr. Mell told him.

The second bad thing that Mr. 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 VX, p. 70-71ch).

When Mr. Creakle meet David for the first time, he told him that he knows his step father Mr. Murdstone also, he asked David whether he knows him or not, David replied that he do not. At the mean time Mr. Creakle caught David's ears and told him that he will know him soon. During this time David feel frightened from him. From all this, it became clear that Mr. Murdstone who is behind this harsh behaving. As it is evidence when David state in:

Come here, Sir" said Mr. Creakle, beckoning to me ... "I have the happiness of knowing your father –in law, whispered Mr. Creakle, taking me by the ear ... He knows me , and I know him .do you know me? " hey ? Said Mr. Creakle , pinching my ear with ferocious playfulness. "Not yet, sir, " I said, flinching with the pain. Not yet? Hey? "Repeated Mr. Creakle." but you will soon .hey? I was very much frightened ,and said ,I hoped so ,if he pleased .I felt ,all this while , as if my ear were blazing; he pinched it so hard . I will tell you what I am" whispered Mr. Creakle ,letting my ear go at last ,with a screw at parting that brought the water into my eyes, " I am a tartar "... When I say I will do a thing, I do it , "said Mr. Creakle; "and when I say I will have a thing done ,I will have it done" (David Copperfield VX, p. 70-71ch).

Mr. Creakle provokes David as he added in:

Mr. Creakle came to where I sat, and told me that if I were famous for biting, he was famous for biting, too. He then showed me the cane, and asked me what I thought of that, for a tooth? Was it a sharp tooth, hey? Was it a double tooth, hey? Had it a deep prong, hey? Did it bite, hey? Did it bite? at every question he gave me a fleshy cut with it that made me writhe; so I was very soon made free of salam house ,and very soon in tears also (David Copperfield Ch VII, p. 76).

David spends three months in Salam House unhappy and suffering, but the worst thing that makes David suffer a lot during this time, is the sign that he had to wear round his neck written on "take care of him, he bites ". As David said in:

I came upon a pasteboard placard, beautifully written, which was lying on the desk, and bore these words - " Take care of him .he bites."I got upon the desk immediately, apprehensive of at least a great dog underneath ... when Mr. Mell came back, and asked me what I did up there ... I am looking for the dog ". "Dog?" says he .what dog? ". Isn't it a dog, sir?"That's to be taken care of, sir; that bites. "No, Copperfield, says he gravely, that's not a dog .that's a boy. My instructions are, Copperfield, to put this placard on your back I am sorry to make such a beginning with you, but I must do it. "With that, he took me down, and tied the placard, which was neatly constructed for the purpose, on my shoulders like a knapsack; and wherever I went, afterwards, I had the consolation of carrying it (David Copperfield Ch V, p. 68).

From this quotation, we can deduce that there was instruction from Mr. Creakle to put a placard in the neck of David as a punishment from his stepfather "Mr. Murdstone". When David enters to the office of Mr. Mell, he saw a beautiful placard on the desk of his teacher room. David thought that there was a dog and began to look around him, but unfortunately, he surprised that this placard is made for him as Mr. Mell told him.

David expresses the suffering that he feels about the placard as he said in:

What I suffered from that placard, nobody can imagine .whether it was possible for people to see me or not, I always fancied that somebody was reading it .it was no relief to turn round and find nobody ... a cruel man with the wooden leg, aggravated my sufferings. He was in authority; and if he ever saw me leaning against a tree, or a wall, or the house he roared out from his lodge –door in a stupendous voice, "hallo, you sir! You Copperfield! Show that badge conspicuous, or I will report you! " ... that everybody, in a word ,who came backwards and forwards to the house of a morning when I was ordered to walk there , read that I was to be taken care of , for I bit (David Copperfield ch V, p. 68) .

In this quote, it became clear that David suffers psychologically more than physically from the sign that he was obliged to wear, he always thought that everyone is reading it. But the most harmful that David suffers was with the man of the wooden leg who always threatening that he will report him to Mr. Creakle.

In short David became a game to the other boys of the school they enjoyed his placard too much. As he said in:

"Look here's a game!" happily ,too, the greater part of the boys came back low – spirited, and were not so boisterous at my expense as I had expected .some of them certainly did dance about me like wild Indians ,and the greater part could not resist the temptation of pretending that I was a dog ,and patting and smoothing me lest I should bite ,and saying, "lie down ,sir! " and calling me Tawzer .this was naturally confusing ,among so many strangers ,and cost me some tears (David Copperfield ch VI, p. 72).

From this quote, it became clear that when the boys of Salam House come back from their homes, they were disappointed; they found David wearing the badge from which they make him a mock and enjoyed their time by dancing around him like wild Indian. Whereas they enjoy their time, David was deeply feels sorry for himself and being ashamed from the situation that he was put on.

During this time David befriend with Tommy Traddles and Steerforth. The latter is considered as an important person in the school and has a strong effect on boys less than his age. Steerforth offers to David protection but with price. Thus, he offered David a suggestion that he will protect him by asking him a question about the money that he got. David accept what steerforth offered him as is evidence when David state sin:

"What money have you got, Copperfield?" he said, walking aside with me when he had disposed of my affair in these terms. I told him seven shillings. "You had better give it to me to take care of" he said .at least, you can if you like. You needn't if you don't like. " ... I'll do the best in my power for you ... with these wards he put the money in his pocket, and kindly told me not to make myself uneasy; he would take care it should be all right (David Copperfield chVI, p. 73).

But unfortunately David obliged to tell stories to Steerforth before sleeping while he was tired as he said in:

I was often sleepy at night or out of spirits and indisposed to resume the story; and then it was rather hard work, and it must be done; for to disappoint or displease Steerforth was of course out of the question (David Copperfield ch VII, p. 79).

Despite all of these, David's suffering from Creakle, who is cruel to him. The only person who supports David during this time is Steerforth. Steerforth is David's friend who takes care of him is Salam house. As he said in:

Steerforth continued his protection of me, and proved a very useful friend ... he couldn't –or at all events, he didn't –defend me from Mr. Creakle, who was very severe with me; but whenever I had been treated worse than usual, he always told me that I wanted a little of his pluck, and that he wouldn't have stood it himself; I felt he intended for encouragement, and considered to be very kind of him (David Copperfield ch VII, p. 78)

Later on David admit to Steerforth's mother when he visit him in his home that " he was very generous and noble to me in those days, I assure you, ma' am, said I, and I stood in need of such a friend. I should have been quite crushed without him." (David Copperfield ch XX, p. 248).

David spends his time with another new friend whose name is Tommy Traddles. Unfortunately like David, he suffers in Salam House a lot, he always being caned every day. Dickens said about the cruel treatment of Traddles: "poor Traddles! ... He was the merriest and most miserable of all the boys. He was always being caned –I think he was caned every day that half –year (David Copperfield Ch VII, p. 77).

Although David suffers at "school Salam House", but he is patient and expresses the benefit that he got from this school with all the obstacles that he faces there:

In a school carried on by sheer cruelty, whether it is presided over by a dunce or not, there is not likely to be much learnt I believe our boys were, generally, as ignorant a set as any schoolboy in existence; they were too much troubled and knocked about to learn; they could no more do that to advantage, than anyone can do anything to advantage in a life of constant misfortune, torment, and worry (David Copperfield Ch VII, p. 80).

2. David Copperfield Self reliance

David Copperfield has been cited as a long novel, traces David's life from his childhood through adolescence to maturity, David displays his individuality and determination. At the age of ten, David is sent to work at Mr. Murdstone and Mr. Grinbys warehouse in London. During this time David lived with Mr. Micawber and his family who they are very poor and very kind to him. Mr. Micawber is a man who used to make credit, as a result of that he was imprisoned for debt for several weeks. But when the Micawber became free, he leaves London with his family, David became alone, he runs from the factory and walks along the country to Dover, seeking help from his only relative, Miss Betsey

Trotwood, Defending himself from Mr. Mudstone's cruelty. Therefore, his aunt Betsey can be considered as a turning point in David's life. As he said in:

As I went to begin my weary day at Murdstone and Grinby's. But with no intention of passing many more weary days there .no I had resolved to run away –to go, by some means or other, down into the country, to the only relation I had in the world, and tell my story to my aunt, Miss Betsey. (David Copperfield Ch XII, p. 149).

David expresses the suffering that he feels to his aunt during his first meeting with her as he said in:

I am David Copperfield, of Blunderstone, in Suffolk –where you came, on the night when I was born, and saw my dear mama .I have been very unhappy since she died. I have been slighted ,and taught nothing, and thrown upon myself, and put to work not fit for more, it made me run away to you .I was robbed at first setting out, and have walked all the way, and have never slept in a bed since I began the journey". Here my self – support gave way all at once; and with a movement of my hands; intended to show her my ragged state; and call it to witness that I had suffered something, I broke into a passion of crying, which I suppose had been pent up within me all the week. (David Copperfield Ch XIII, p. 161).

Aunt Betsey adopted David, defending him against the Murdstones in taking him again; he lives happily with her and with her feeble mined friend Mr. Dick. The first think that she done to him is that, she sends him to a school governed by a very kind man Dr Strong with the help of Mr. Wickfield. From this school he graduated and became a lawyer. While he was at this school he lived with Mr. Wickfield, the lawyer of his aunt and his daughter Agnes. So, he gets a chance to develop himself at this school and later on he works hard at Dr Strong's school.

The second thing that she done to him is that, she persuades David a career as a proctor, a kind of lawyer. David works as an apprentice at the London firm of Spenlow and Jorkins. During this time he knows Dora Spenlow and fall in love with her. Later on he married her but unfortunately she feels ill and dies. David feels a great depression of his loss of Dora. In the meantime, he leaves the country and travel abroad. When he returns back, he thinks of Agnes, his first love, which helped him during his studies at spenlow's school. David asserts his quality from the early stage of his association with Mr. Wicafield. He married Agnes and lives happily with her.

Finally, David enjoyed a reunion with Agnes after the death of his first wife Dora. So by now David Copperfield began to observe the world around him through Agnes eyes that makes him a very happy man with their children around them and he also enjoys the sense of independence with her, despite all the suffering that he phase in the early years of his life and he became a famous writer. In short, David self reliance began with the help of his aunt Betsey, she has a great influence in his life.

Conclusion

Throughout this chapter I have attempted to focus upon the literary analysis of David Copperfield, focusing on the figure of the suffering of David Copperfield, including the family bond and suffering at school. However, David faced a various social suffering through the novel begins with his state as an orphan boy, suffering at school, until the quest for happiness and independence. After all this suffering, David found his happiness and independence.

General Conclusion

General Conclusion

During the nineteenth century Britain witnessed several changes in different fields, especially social. These changes occurred because of the emergence of the Industrial Revolution who makes Britain the first Industrial country in the world and its economic power. The economic progress that occurs during that time results in many social problems such as poverty and bad living conditions. This situation attracted several Victorian writers who are interested in expressing the spirit of the age with all resources of imagination and feeling to write about these social problems. Charles Dickens is one of them who is considered the dominant literary figure of the age. He used his literary carrier to defend about the social suffering of his life time, especially children who endured many hardships because of his own childhood experience.

Dickens in his novel David Copperfield, attempts to express the common themes that occurs during the Victorian era. Therefore, David Copperfield is an important tool that Dickens used to convey his message about such a social phenomena. In the mean time, some critics argued that this novel is his best one of depicting about the oppression of children.

David Copperfield is an outstanding novel that tells the story of a young orphan boy "David" who faces different forms of suffering during his life time. He feels unloved for the most of his life until he meets his aunt miss Betsey. The novel is told in the first person point of view, which attracts the reader's attention and empathy. It begins with David telling the story of his miserable life with his stepfather Mr. Murdstone who sends him to a broading school in London where he struggles to overcome his success. Mr. Murdstone cruel treatment to David continued after his mother's death by sending him to work at the blacking factory. Finally, David finds happiness when he founds his aunt Miss Betsey, thus she is considered a turning point in his life.

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.

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.

General Conclusion

Also, from our analysis of the suffering of David's life, we realize the children-social suffering in the society. In the same time, we have discovered that is a factor of challenge and motivation for success.

In short, through a literary analysis of the corpus, David Copperfield is a realistic novel in which Dickens could reflect the children social suffering in his society, he described realistic scene of the oppression of children in his life time that they are orphan struggle to survive.

Abstract

The present study attempts to investigate children social suffering in Charles Dickens' novel "David Copperfield". In addition to that, the present study expresses the author's motives behind the writing about this phenomenon. This investigation aims at laying attention on the different kinds of children suffering, through a literary study of the corpus; the work aims to focus on the protagonist in order to understand his physical and psychological suffering. To carry out this study we have opted for thematic analytical method. Based on the investigation of the suffering of children in David Copperfield, we realize that Dickens could reflect children social suffering in his society. Thus, the author has various objectives behind writing about this phenomena, he tries to find out the causes and effects of children social suffering. Hence, we can deduce that, Dickens has a psychological motive in writing about this social Phenomenon.

Key Word: David Copperfield, The Victorian children, suffering, social realism, social satire.

الملخص

تحاول هذه الدراسة أن تبحث في ظاهرة معاناة الأطفال الاجتماعية كما صورها الكاتب الإنجليزي شارل ديكنز في روايته دافيد كوبرفيلد. إضافة إلى أنها تعبر عن دوافع الكاتب وراء كتابته عن هذه الظاهرة. إن هدف الدراسة هو لفت الانتباه إلى مختلف أشكال معاناة الأطفال وذلك عبر دراسة أدبية للمدونة المختارة كما تهدف أيضا إلى التركيز عن بطل الرواية كي نفهم معاناته المادية والنفسية ومن أجل فهم أحسن للدراسة وقد استخلصنا أن ديكنز استطاع أن يرسم معاناة الأطفال في مجتمعه. وهكذا نستنتج أن للكاتب أهداف عديدة دفعته ليكتب عن هذه الظاهرة أهمها محاولة فهمه للعلل والنتائج لمعاناة الأطفال من الناحية الاجتماعية وبالتالي يمكننا استنتاج أن لديكنز دوافع نفسية للكتابة الاجتماعية.

الكلمات المفتاحية: دافيد كوبرفيلد، أطفال العهد الفيكتوري، المعاناة، الواقعية الاجتماعية، النقد اللاذع للمجتمع.

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Appendix

Passage from the novel

Family Bound

As a result of David's misbehavior with his stepfather, Mr. Murdstone imprisoned David for five days, sees no one but only Miss Murdstone who brings to him bread meat and milk. David expresses the long of these days as he said in

The length of those five days I can convey no idea of to anyone. They occupy the place of years in my remembrance. The way in which I listened to all the incidents of the house that made themselves audible to me, the ringing of bells, the opening and shutting of doors, the murmuring of voices, the footsteps on the stairs; to any laughing, whistling or singing, outside, which seemed more dismal than anything else to me in my solitude and disgrace - the uncertain pace of hours, especially at night, when I would wake thinking it was morning, and find that the family were not yet gone to bed, and that all the length of night had yet to come - the depressed dreams and nightmares I had - the return of day, noon, afternoon evening, when the boys played in the churchyard, and watched them from a distance within the room, being ashamed to show myself at the window lest they should know I was a prisoner. All this appears to have gone round and round for years instead of days (David Copperfield 51ch IV).

The Suffering at School

The bad thing that Mr. Murdstone has done to David is that, he told Mr. Creakle, the headmaster of Salam House 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 ... Come here, Sir" said Mr. Creakle, beckoning to me! come here!" Said the man with the wooden leg, repeating the gesture. "I have the happiness of knowing your father - in law, whispered Mr. Creakle, taking me by the ear; "and a worthy man he is, a man of a strong character. He knows me, and I know him. Do you know me?" "Hey?" Said Mr. Creakle, pinching my ear with ferocious

playfulness. "Not yet, sir, " I said, flinching with the pain. Not yet? Hey? "Repeated Mr. Creakle." but you will soon .hey? " you, will soon .hey? " repeated the man with the wooden leg .I was very much frightened and said ,I hoped so ,if he pleased .I felt ,all this while , as if my ear were blazing; he pinched it so hard. I will tell you what I am" whispered Mr. Creakle ,letting my ear go at last ,with a screw at parting that brought the water into my eyes , " I am a tartar " a tartar" said the man with the wooden led. When I say I will do a thing, I do it, "said Mr. Creakle; "and when I say I will have a thing done, I will have it done"." Will have a thing done, I will have it done", repeated the man with the wooden leg (David Copperfield 70-71ch VX).

David spends three months in Salam House unhappy and suffering, but the worst thing that makes David suffer a lot during this time, is the sign that he had to wear round his neck written on "take care of him, he bites". As David said in:

Mr. Mell having left me while, he took his irreparable boots up stairs, I went softly to the upper end of the room, observing all this as I crept along. Suddenly, I came upon a pasteboard placard, beautifully written, which was lying on the desk, and bore these words - " Take care of him .he bites". I got upon the desk immediately, apprehensive of at least a great dog underneath. But, though I looked all round with anxious eyes, I could see nothing of him I was still engaged in peering about, when Mr. Mell came back, and asked me what I did up there. I beg your pardon, Sir, "says I, if you please, I am looking for the dog". "Dog?" says he .what dog? ".isn't it a dog, sir?"That's to be taken care of, sir; that bites. "No, Copperfield, says he gravely, that's not a dog .that's a boy. My instructions are, Copperfield, to put this placard on your back I am sorry to make such a beginning with you, but I must do it. "With that, he took me down, and tied the placard, which was neatly constructed for the purpose, on my shoulders like a knapsack; and wherever I went, afterwards, I had the consolation of carrying it (David Copperfield 68 ch V).

Abstract

The present study attempts to investigate children social suffering in Charles Dickens' novel "David Copperfield". In addition to that, the present study expresses the author's motives behind the writing about this phenomenon. This investigation aims at laying attention on the different kinds of children suffering, through a literary study of the corpus; the work aims to focus on the protagonist in order to understand his physical and psychological suffering. To carry out this study we have opted for thematic analytical method. Based on the investigation of the suffering of children in David Copperfield, we realize that Dickens could reflect children social suffering in his society. Thus, the author has various objectives behind writing about this phenomena, he tries to find out the causes and effects of children social suffering. Hence, we can deduce that, Dickens has a psychological motive in writing about this social Phenomenon.

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