

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Dissertation

ACADEMIC MASTER

Domain: Letters and Foreign Languages

Filed: English Languages and Literature

Specialty: English Literature and Civilization

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Title:

A Social Critical Realism Analysis in Charles Dickens's *David Copperfield*

Publicly defended on

14/06/2021

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Academic Year : 2020 / 2021

Dedication

Every challenging work needs self efforts as well as guidance of elders, especially those who were very close to our hearts.

Our humble work we dedicate to our sweet and loving:

Mothers,

Strong and gentle souls, who taught us to trust Allah, believe in hard working and that so much could be done with little.

Fathers,

For earning an honest living for us and for supporting and encouraging us to believe in ourselves.

Grandmothers,

Whose love, encouragement and prayers of day and night make us able to get such success and honor.

Entire families,

For their endless support

Also to my cheerful and dearest friends: Djawhara and Djamila.

Salssabil and Ibtissem

Acknowledgments

This dissertation could not be completed without the effort, guidance and cooperation of our supervisor **Dr. Sadoune Farida**.

Next, we would like to thank our teachers of English Department.

And all our friends and classmates.

Finally, we should thank the local library staff.

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Abstract

Charles Dickens, a great English writer after Shakespeare, is the most achieved representative of the English critical realism literature of the 19th century. Dickens is immortal, and his works vividly reproduce the social conditions of Victorian England. By making an analysis of the historical settings, especially the concrete personage images, and identifying the critical realism in the novel, this thesis aims to reveal and criticize the social issues in the early Victorian era in the middle of the 19th century.

KeyWords:

Critical Realism, Social problems, David Copperfield, Charles Dickens, Victorian Era.

General Introduction

1. Background of the Study

The Victorian period of English Literature began with the accession of Queen Victoria to the throne in 1837. In general, Victorian literature deals with the issues and problems of the day which are the social, economic, religious, and intellectual issues and problems surrounding the Industrial Revolution, growing class tensions, the early feminist movement, pressures toward political and social reform. Some of the most recognized authors of the Victorian era include Alfred Lord Tennyson, Elizabeth Barrett Browning, her husband Robert, Mathew Arnold, Charles Dickens, Charlotte Bronte, George Eliot, and Thomas Hardy.¹

Since the Industrial Revolution in the second half of the 18th century, the class structure in English society had undergone radical changes. The industrial capitalists began to play a more important role and vied for political power with the old aristocracy. Due to the support of the people, this struggle for power ended in the victory of the bourgeoisie over the aristocracy.

With the development of capitalism, there arose a powerful working class. From the thirties of the 19th century, the struggle between the workers and capitalists became the fundamental contradiction in English social life. In this period of tense struggle appeared a new literary trend critical realism.

Dickens was the main representative of realism literature of the 19th century. Meanwhile, David Copperfield's destiny symbolized the middle-class intelligentsia questing for development in the 19th century in British society. With detailed description and a series of characters from all walks of life, his works are held in esteem by literary critics and regular readers. David Copperfield is the eighth novel written by British novelist Charles Dickens. From 1849 to 1850 years. The novel David Copperfield was treated as an encyclopedia of the Victorian age of English, recording the daily life of common people and all kinds of people's life with vivid and detailed description. and this novel is often considered to be his finest novel as Dickens said himself that it was his favorite of his own novels.

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

Oxford Press 1983. Charles Dickens. David Copperfield¹

career with a variety of social interests, some critic argue that he sees the novel as an important tool of social reform.

So, the choice of Charles Dickens is mainly based on our interest in his novel *David Copperfield* which reflected a picture of people who differ in the social classes in English society in the early nineteenth century when Industrial Revolution make change in it.

David Copperfield's novel covers a slew of contemporary social issues ranging from the suppression of women and the abuse of children, to the disciplined heart. 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 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.

2.Objectives:

This study aims to:

- Know what are the social problems marked in Charles Dickens's *David Copperfield*

3.Research Questions:

Through this dissertation, the following question is formulated :

- What social problems are depicted in Charles Dickens's *David Copperfield*

4.Methodology :

For methodology, we will use the great novel *David Copperfield* by Charles Dickens as primary source in data collection process, and other relevant sources as secondary sources, we adopted Critical Realism approach. The procedures of data collecting are stated below:

- Reading Charles Dickens's *David Copperfield* to understand the content of the novel.
- Identifying and selecting the data in accordance with the social problems of *David Copperfield*.

The procedure analysis consists of two activities, firstly is data gathering and secondly is data analysis.

5.Hypotheses:

We set the following hypotheses so as to attempt at finding appropriate answer to the question :

-*David Copperfield* would represent the social problems in Victorian society .

-Charles Dickens would represent Critical Realism in his novel .

The Theoretical Part

Chapter One

Critical Realism

Introduction

David Copperfield is one of Charles Dickens' masterpieces. Charles Dickens, one of the most famous representative critical realism writers. Therefore, we intend to expose in this chapter the employment of critical realism in the novel.

1. The Origins of Critical Realism

The philosophical perspective now widely known as critical realism has gained in prominence over the last thirty years, during which it has made a transition from the natural sciences into social theory, leading to applications in various fields of social science. The core concepts of CR reflect a long tradition of realist philosophy, but its more recent development can be traced to the work of two philosophers of science, Rom Harré and Roy Bhaskar. Harré's influential (1972) *The philosophies of science* and Bhaskar's (1975) *A realist philosophy of science*, established what was termed a 'transcendental realist' view of the relationship between the nature of human knowledge and that of objects of investigation in the natural sciences. In his (1979) work, *The possibility of naturalism*, Bhaskar extended these principles to the realm of the social sciences. In doing so, he worked the term, 'naturalism', referring to the claim that there can be a unity of method between the natural and social sciences, into a critical naturalism which acknowledges real differences in the nature of the objects investigated. The core ideas of CR flow from this combination of transcendental realism and critical naturalism.

The underlying position is that social scientists are engaged in a similar project to their counterparts in the natural sciences, but that researching social phenomena requires a distinctive set of methodological tools. Empirical researchers have attempted to apply, adapt and refine CR's philosophical propositions in various fields, including economic geography (Sayer and Morgan 1986), economics (Lawson 1997, Fleetwood 1999); and organisation studies (Ackroyd and Fleetwood 2000, Fleetwood and Ackroyd 2004), their perspectives and emphases (Danemark et al. 2002: 1). Underlying this variety is a common concern with a central question in social science, human agency and its relationship with social structure. This concern can be traced back to the rise of CR, which was associated with the rejection of 'structuralist' grand narratives, and corresponding efforts to recognise the role that knowledge and meaning played among human actors. Interestingly, in relation to qualitative research methods, much of the growing interest in CR appears to have been stimulated by direct experience in the field.

1.1.The Rise of Critical Realism

In the western literature, critical realism is inheritance and development of the realism tradition. It is especially formed a literary thinking and creative way in Europe in the 19th century. Critical realism literature insisted on portraying a true picture of life, and is full of democratic and humanistic characters. Nevertheless, because of their class and social position, novelists in that time failed to realize the necessity of changing the bourgeois society. Some of them voiced their sounds and wanted to get rights and protections in the economic and political, seeking for freedom and fair instead of being oppressed by the capitalists. They preferred to evolution or reformism rather than revolution. In a word, they did not appeal to use violence to tear down the old world and right the social wrongs, failing to see a feasible way and lacking courage to innovate the evil society.

1.2.Basic Introduction to Critical Realism Ideology

Critical realism ideological trend has made great achievements in Europe. The great achievements of Europe critical realism uncover the human civilization in the 19th century. There appeared a new literary trend and obtained the preliminary development from the 1820s. Critical realism became the main trend of European literature from 30s to 40s after romanticism. English critical realism of the 19th century flourished in the forties and in the early fifties. In Britain, Charles Dickens and William Makepeace Thackeray represent the interests of small and medium-sized bourgeois at that time to expose and criticize sin and corruption of the capitalist social reality. Others are Bronte sisters, Elizabeth Gaskell, George Eliot, and Thomas Hardy. The novelists exposed and criticized the corrupted society mercilessly. They are generally known as critical realists. The greatest English realist of the time was Charles Dickens.²

1.3.Characteristics of Critical Realism

The critical realism literature in nineteenth century, is a splendid page in the bourgeois literary history and also an important heritage in the treasure trove of the world literature. And the characteristics of critical realism are as follows:

Huang, X.2016. Charles Dickens' Critical Realism²

- Reflects the reality objectively, concretely and genuinely.
- Discloses and criticizes the reality strongly.
- Creates typical characters under the typical circumstances with humor and satire tone.

Critical realism shows all aspects of social life and reveals the contradiction of reality in considerable depth. In their works, we can see the collapse of the feudal society and the rise of capitalism. We can also see oppressive serfdom and cruel capital exploitation. They particularly expose and criticize the capitalist system, which is widely involved in various fields. This causes the people's suspicion and dissatisfaction to the existing order, so it has great social significance.

In England, critical realists not only use much vividness and many artistic skills to describe the representations of social and political events and criticize the capitalist society, picturing the conflicts between individuals, but also reveal the main social conflicts over and above the fate of mere individuals.

1.4.The Critical Realist Approach:

In critical realism, language is understood as constructing our social realities. However, these constructions are theorized as being constrained by the possibilities and limitations inherent in the material world. Critical realism is an epistemology that has challenged the reification of discourse as the primary unit of analysis within social constructionist psychology. For critical realists, material practices are not reducible to discourse, or without meaning unless interpreted discursively; rather, material practices are given an ontological status that is independent of, but in relation with, discursive practices. Furthermore, material practices are understood as accommodating, although not determining, the discourses that arise within these material conditions, because social conditions are understood as offering a range of possible ways of being which are then ³ appropriated by the individual (Willig, 1999). Thus, critical realism combines constructionist and realist positions to argue that while meaning is made in interaction, non-discursive elements also impact on that meaning. For example, Bhaskar (1989) argued for an epistemological position that combined both

Huang, X. 2016. Charles Dickens' Critical Realism.³

the role of human agency in constituting the social world and an understanding that people's actions will be influenced by personal and societal mechanisms that are independent of our thoughts .

1.5. A Satirical Portrayal of the Bourgeois Society

According to Karl Marx and Friedrich Engels, the real task of the bourgeois society is to establish a world market and a production mode based on that market. It proves the fact that the main conflict in bourgeois society is the unbalanced interest between the upper class and the lower class. With the development of the Industrial Revolution, social resource allocation is unbalanced. The rich becomes richer, while the poor becomes poorer, widening the gap between classes, and causing a series of social problems.

1.5.1. The Prejudice against the Poor due to the Caste System

Different characters in the novel represent different classes and show us the wide gulf between the classes in Victorian England. Emily is quite aware of the difference between her class and David's when he first meets her. When they are at the seaside, he notes that both of them are orphans, but she calls his attention to one important difference: they have different status and lifestyles. Emily means that her parents worked hard to maintain minimal standard of living, while David's parents had some inherited wealth. Even at such a young age, Emily understands how money can radically affect one's life. Later, when she hopes to become a lady by marrying Steerforth, she is forced to realize how entrenched economically based prejudices can be.

David is also aware of class divisions and is distressed when he faces the possibility that he will never regain entry into the middle class. He is left broken-hearted he does not associate with the other boys at the warehouse, thinking them beneath him, When David's fortunes change, he enjoys his status as a gentleman and is desperate to keep people from knowing how poor he had once been.

David's attitudes toward the lower class, however, are much different from the Steerforth's. A huge contrast developed between the higher and the lower social classes, and this contrast becomes evident in the novel in the Steerforth family and the Peggotty

family. James Steerforth belongs to a higher social class. His family is very wealthy and he is described as “good as his word” and “very good-looking”. Peggotty’s family are lower-class people, simple fishermen and workers. Dickens shows the clash of the classes and reveals the unalterable reality.

1.5.2. The destructive effect of children’s education system

Salem House can be seen as a representative of many schools at that time. So the following is common in educations at that time. When David arrived at school, he described: “Scraps of old copy-books and exercises litter the dirty floor. There is a strange un-wholesome smell upon the room, like mildewed corduroys, sweet apples wanting air, and rotten books. There could not well be more ink splashed about it.” All these reveal the bad conditions for students studying. Nobody cares the environment and does some improvement for them .

Mr. Creakle, the principle and owner of Salem House, profits from this institution. However, the teachers suffer from poverty and bad living conditions. All these is fact and We can see from the describe of boots and clothes of Mr. Mell. Obviously, the capitalist system infiltrated not only workhouses, but also the educational system. At the same time, educational methods and teacher’s ethics was also criticized. Thus, David is to wear a sign on his back that reads “Take care of him, he bites. ” This is a way to educate him, however, he suffers from a great mental strain. These methods result in psychological vulnerability and mental disorder instead of achieving the aim of teaching. Dickens want to show us it destroys progress in the inner world of students .

Child’s education problem is not only the quality of labor force and a educational problem, but also social problems. The level of moral and cultural is low, which is not synchronized with the speed of economic and social development. At this time, it needs to pay more attention to the disadvantaged groups, and provides possibilities for their development. Otherwise, it will damage the sustainability of social development⁴.

Huang,X.2016 Critical Realism in David Copperfield⁴

1.6.The influence of critical realism

Critical realism literature is the product of capitalist establishment, development, and constantly consolidate period. It widely reflects people's social life at that time, the existence of class relations, reveals the nature and the trend of the development of the society at that time with great value and significance. Critical realism writer, by applying the methods of the thesis and shaping the typical character in typical environment, accurately reproduces the social life and people's mental outlook.

Critical realism literary representative writers, representative and typical characters, reflecting the extensive and profound social life are all unprecedented. It reveals the capitalist society in the ruthless economic exploitation and political oppression, reflects the deep misery suffered by working people, reveals the naked money relations between people in the capitalist society. Critical realism shows the collapse of the feudal society and historical process of the rise of capitalist, which has the very high historical value and aesthetic value.⁵

Conclusion

Through this chapter, we have tried to focus on the details of critical realism in the novel that expose and criticize profoundly the reality, which shows the strong dissatisfaction and rebellion towards reality. From it, a conclusion can be drawn that David Copperfield eulogized human nature kindness, beauty and truth and at the same time criticized the imperfect state institution.

Huang, X.2016 Critical Realism in David Copperfield⁵

Chapter two

The Victorian Society and Literature

Introduction

Victorian age was characterized by rapid change and developments in nineteenth century from advance in medical , scientific , and technological knowledge to change in population growth and location . This change contributes to the birth of many novelists , poets , playwrights and other writers who were the outstanding figures of English literature. So , in this chapter we will speak about political and historical background of the Victorian age and the major features of society that involve the Victorian novel and its writers who were interested with social problems of that period.

2. Victorian Period

The term Victorian is often used to cover the whole of the nineteenth century.

2.1. Historical and Cultural overview

In order to understand the Victorian literature, we need to England of that time . The Victorian era refers to the reign of Queen Victoria 1837-1901 (Carter and McRae; 125), 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 1832.

During the Victorian era England was moving steadily in the direction of becoming , Europe's most stable prosperous country , the industrial revolution , the railway station and steam engines were being used in mines factories and ships , small town beginning to swell into smoky canters to manufacturing industry and all this taking place under government and legislature , that were still narrowly restricted to the privileged few , who were wealthy by birth or becoming wealthy commerce.

Despite the Industrial Revolution England was still an almost entirely agricultural country , the English country side was part of every one's existence . the industrial revolution however was just beginning to bring dirt and squalor , ugliness and crime into the life of the poor , whom circumstances forced to live and work in the mill and factories of new town. Laborers were being unfairly treated without readdress.

Women workers also ill treated underpaid, while the children were often worked in abominable condition beside this society in the country was still effectively feudal, small agricultural community had much authority except the local person.⁶

Although it was an era of achievement and progress, the Victorian age was also a period of doubt, paradox and anxiety (Pollard viii). 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). 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)

Despite of all its conflicts, contradictions, problems and the threat of social breakdown, the Victorian period can be described as an age of reform.

In the other hand, the Victorian period also witnessed a deep religious thinking that reflects in a wide range of attitudes 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.

2.2. Victorian Society

The first years of the reign were marked by social and political turmoil, largely in response to the rapid changes that came with industrialization. In 1801, most people lived in villages or farms; by 1851 more than half of the population was urban (Mitchel; 2009). This later is the effect of the Industrial Revolution which is one of the principal changes in the Victorian age. It resulted in the material prosperity of many people but it brought about new modes of behavior such as materialism, vulgarity and

<http://www.novelguide.com/repotessay/literature/novels/social-criticism-literature>⁶

mammon worship , all of which had very bad effects on the values , principles and morals of the Victorians.

Actually English society in the nineteenth century was still highly stratified although some of the old class destination were binning to distort by the end of period .(Mitchel; 2009).

Victorian society can be split up into three classes ' upper , middle and lower class' , but Upper class , did not work income come from inherited land.

David Cody associated professor of English at Hardwick College describes the Victorian class structure :

Early in the nineteenth century the labels , (working classes and middle classes) were already coming into common usage the old hereditary aristocracy , reinforced by the new gentry who owed their success to commerce , industry , and the profession , involved into an upper class its consciousness formed in large part by the public school and universities which tenaciously maintained control over the political system , depriving not only working classes but middle classes a voice in the political process .(Social class, the Victorian web; 2002)

The changes in women's social role occurred as the important members , they had opened up for professions which were not accessible before They assumed skilled jobs in society as writers , journalists , nurses , and teachers (McDowell; 1989). Women relocate their place in society in the political , economic and social aspects for restricted their life.

In realm of Education in nineteenth century , England was not equal – not between sexes , and not between the classes . However , it was not compulsory , either legally or socially , for a gentleman to attend school at all . He could , just as easily , be taught entirely at home . A lady's education was taken , almost entirely , at home. There were boarding schools , but no University , and the studies were very different . She learned French , drawing , dancing , music and the use of globes² . If the school, or the governess , was interested in teaching any practical skills , she learned plain sewing as well as embroidery , and accounts . Acton , like many of his contemporaries , was of the opinion that women were by nature sexually uninterested . Acton claimed that : "*The*

majority of women (happily for them) are not very much troubled with sexual feelings of any kind" .

(Acton , William; 1862; 101)

Victorian age is one of the most remarkable periods in the history of England it was the age of influence , political influence , democratic reform among society , industrial and mechanical progress , scientific advancement , social unrest , educational expansion n empire building and religious uncertainty.

In England during the Victorian era social division of class were major part of people's daily life , the Victorian view on class and social division in general are described in great detail by Charles Dickens in many of his novels published during the Victorian period .

Victorians are famous for their class consciousness and conservation , which make it difficult for individuals to change their social.

1.3.Women Place in the Victorian Literature

Women were confined to the classes in which they were born during the eighteenth and nineteenth centuries, unless their fathers or husbands moved up or down in the social hierarchy. The strict rules for each social class defined women and determined their lives. Women in the upper classes had the leisure to become educated; however, like their counterparts in the lower classes, upper-class women were not expected to think for themselves and were not often listened to when they did. Urges for independence and self-determination were suppressed in women from all classes. The strict social morality of the period demanded that middle-class women and those in classes above exhibit the standards of polite femininity, culminating in the ideals of marriage and motherhood.

In this novel, from David's perspective, readers can have an eye about women's place at that time. Women came into David Copperfield's life can be classified into several types. One of them is Dora Spenlow, David's first wife. She was a charming and versatile girl with the talent of playing guitar and singing songs, showing an obvious non-conformity with the Victorian demands to a woman. However, born in a rich family, Dora never suffered from any frustration or difficulty, she was childish and innocent. Maybe she was a charming lover but not a considerate housewife at that time

Another is Anges, “the angle in the house”, with Victorian woman's virtues. David had a deep impression on her.

Comparing to Dora, Anges worked efficiently at home and always kept a distant and reasonable view over various things and gave David a lot of help, advice, comfort and encouragement when he was down. Dora was a charming woman but died young, while Anges was the one who always companied David. The end of these two kinds of women reflected Charles Dickens' values that Anges was more popular than the image of Dora. And it reflected the women's place in Victorian Age.

Also, one of the female character, however, operate within the confines of the middle class. Miss Trotwood's quick mind and independent spirit was tolerated because she was considered eccentric and a widow. David Copperfield both reinforced and challenged the period's attitudes toward women.

2.4. The effects of Industrial Revolution on the English Society

During the late eighteen and early nineteenth centuries another revolution and industrial one was transforming the economic and social structure of Europe, although in class dramatic and rapid fashion than French revolution Industrial Revolution at its core occurs when society shifts from using tool to make products to using new sources of energy. It's shift from the home to the factory , from the country to the city , from human or animal power to engines power , but the social and economic changes were so far reaching over generations that looking back. It becomes clear that they were nothing short of revolutionary Industrial Revolution increased tremendously , bringing wealth and power to great Britain throughout nineteenth century.

Since the Industrial Revolution was so new at the end of the eighteenth century there were initially laws to regulate new industries , so during the first phase of the Industrial Revolution , between 1790/1850 , British society became the first example of what happens in country when free market capitalism has no constrain , As Garfield describe it : Industrial Revolution came with intense social unrest .

(Garfield Newman , 1990;102)

Scientist Richard Trevithick and American inventor Oliver Evans devised successful engines using high-pressure steam . This invention beside the development of other

machinery introduced the Industrial Revolution which creating profound changes in the British society and in the personality of the English nation .

Therefore, the Victorian era of Great Britain is considered the height of British Industrial Revolution and the top of the British Empire. Furthermore, England was the first country to move from an agricultural economy to one based on manufacturing (John and Martin, 2002). It changed the whole civil society; one, the historical importance of which is only now beginning to be recognized (Hudson,1992).

Moreover, the Victorian period saw an intensive production of literary works , especially novels dealing with social realities during the Industrial Revolution (Cuddon, 1998). It saw many effects of industrialization which are on society , on the daily living and the working conditions of common people

2.5.Victorian Literature During the nineteenth century

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.

Moreover, the Victorian literature speaks for an age which witnessed greater changes than any that has gone before in all the conditions of life.

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 the middle years of the reign of Queen Victoria, the novel finally came of age as literary genre in English, with the almost simultaneous emergence of writers who subsequently achieved global significance as Creative artists, and who exerted an enormous influence on the literary Consciousness and on English as literary language. 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 . The writers established the novel as a major forum for social discussion and as a major vehicle for the creative literary imagination.

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 and social change. The famous poets were Tennyson, Marlowe and Robert Browning.

The novelists of this age identified themselves with their age and shared a special climate of ideas, feelings and assumption.

2.5.1. The Victorian Novel

The term novel usually used to mean a piece of writing; it was simply seen as 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.

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 (Killingworth; 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 novel in that period showed a great variety, 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 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).

The 19th century saw the novel become the leading form of literature in England and it became major material which touches by Victorian society form literary work. And the novel had become the art form most capable of reflecting the increasing complexity of the modern world, in addition to what it was the main source of entertainment for educated middle class, also became a work of fiction that deals with the issues of everyday life.

The Victorian novel seemed to be directly related to issues and concerns of the people in society (Ruggier; 4). Therefore the appearance of new social, economic and political conditions 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 conditions, 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 their moral sympathies and strengthen the feeling of human solidarity at a time of disruptive social change (Klingopulos; 69). Thus it seemed clear that like an Elizabethan drama, the novel in the Victorian period served a popular need for influences which make a clear description of the harsh conditions 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 seamen in providing this reassurance (68).

Social novel or the social problem novel is a work of fiction in which a prevailing problem such as gender, race, or class, more specific examples of social problems that are addressed in such works, include poverty, conditions in the factories and mines, the troubles of child labor, violence against women and rising criminality.

It is roughly estimated to write a social novel that is why the Victorian period can be considered the Golden Age of the novel, also one of the most significant literary changes in the nineteenth century is the rise of the novel.

The Victorian Social Novel can roughly be divided into three different stages: the Early Victorian Social Novel (1830-1850); the industrial system was to blame for the bad living conditions of the workers. The authors at that time drew less attention to the details of the world of work and its machines, but rather preferred the depiction of

physically and mentally injured people, because of their work. The main feature of the Middle Victorian Social Novel (1850-1880) was no longer the attempt to present solutions to current social problems, but rather the reflection of the "Golden Age Of British Capitalism", and the power of the system and its institutions was made responsible for many social misstandings and not only common people, but also successful businessmen were considered to be its victims. However, people like Dickens expressed heavy doubts towards the implausible ideal of upward mobility. In the Late Victorian Social Novel (1880-1910) there was a new wave of accusing elements and from there the so-called "Slum Novel" developed: it mainly criticized, as many be delayed from the name, the mostly bad living conditions in slums and contained lots of pessimistic components.

The depiction of children's life in the nineteenth century England has been studied with great interest. 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 protagonist 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 from David Copperfield to *pp*. The youthful characters who filled the pages of nineteenth century fiction several, 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.

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 (Thornely and Roberts; 120). With The Victorian novels, especially those written by Dickens, the language of Literature was improved and developed (Gillie 288). Dickens's 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" (Churchil; 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, quit unlike any other world there has ever been" (ibid).

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).

William Makepeace Thackeray (1811-1863) was also 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 McRae; 132-133). Thackeray's other famous novels were *Henry Esmond* (1852), *The Virginians* (1857-9) and *The New Comes* (853-3). In the same context, Anthony Trollop is also considered a renowned novelists 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).

Dickens's interest with the social problems 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. She also wrote a biography of Charlotte Bronte (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 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 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 Bronte sisters, Charlotte, Emily and Anne Their writing as about the suffering of women in the Victorian society. *Jane Eyre* (1847) is considered to be the finest novel of Charlotte Bronte. Therefore, it can be described as a novel through which the writer examines many sides of the circumstances of women (Carter and McRae; 130). 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; 24). Charlotte's other famous novels were *Shirely* (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).

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.

2.6. Charles Dickens

Charles Dickens (1812-1870) is probably the most representative literary figure of the whole Victorian age.

2.6.1. Biography

Charles John Huffam Dickens, the greatest novelist in the Victorian era, that England has yet produced and the most popular writer 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 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 association 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 well-read the novels of the older novelists in a "blessed little room", a kind of palace of enchantment, where "'Rodrick Randon', 'Peregrine Pickle', 'Humphery Clinker', 'Tom Jones', 'The Vicar of Wakefield', 'Don Quixote', 'Gil Blas', and 'Robinson Cruse', came out, a glorious host, to keep in 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 blacking factory in Hungerford Market, London, in order to support his family. This happened after a connection with a stepson to his mother's 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 working 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 i was six at first, and seven afterwards. At my 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 .

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 Dorit (Dailey; 30).

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

Furthermore, John Dickens paid his debt with the money that his mother left for him, who died when he was in 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 entered the office of a second solicitor in Grau's Inn on 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 seem 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 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).

2.6.2. Novelist

According to David Cecil, Dickens is:

*The most representative of Victorian novelists. Some will contend that he is also the greatest. No doubt he lacks the profundity of George Eliot, the consuming passion of the Bronte sisters, and the peculiar éclat of Thackeray, yet he surpasses them all in his basic humanity, a childlike naiveté, and an amazingly fecund imagination.*⁷

Dickens 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 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 to the theater. He had somehow read a good deal at the British Museum and devoted most of his evening to the theater. At this time, Dickens decided about a theatrical career whose strongest effects were produced by the

<http://neoenglishsystem.blogspot.com/2010/12/art-of-charles-dickens-as-novelist.htm>⁷

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 years 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 his novels, "Bleak House", "Hard Times", "LittleDorrit". 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 (Grillet; 122).

In short, Dickens's 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).

2.6.3. Charles Dickens 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). In the same 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"

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 it 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 suffering, 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 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).

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).

Conclusion

Through this part, 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 the living condition during the Victorian time.

Practical Part

Chapter Three

Critical Realism Approach to Charles Dickens's David Copperfield

Introduction

In this chapter, we present the main content of our thesis that is the analysis of social problems that happened in the Victorian age through "David Copperfield". We intend to show what kinds of social problems appear in "David Copperfield".

3. David Copperfield: An Overview

David Copperfield is one of Charles Dickens' famous literary works. First published in 1850, it is the fruit of Dickens. It is a novel based on his early life experience. The success of the hard-working and honest novelist David Copperfield can be regarded as Dickens' epitome. No wonder Charles 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 I love them...But, like many fond parents, I have in my heart of hearts a favourite child. And his name is DAVID COPPERFIELD..

(David Copperfield; 1)

autobiography by many comparisons found to his true life, this bildungsroman follows the life of a young middle class boy named David.

David Copperfield is the story of a boy whose born into the world without a father; he died six months before David's birth. As David says in the novel:

My father's eyes had closed upon the light of this world six months, when mine opened on it

Young David lived his early years happily with his mother and his beloved housekeeper Peggotty until his mother's second marriage to Murdstone, who was very cruel; beats David severely. Soon Murdstone's sister came to live with the family. Now David and his mother were at the mercy of Murdstone's.

David struggles to make his way in life with an ill mother, as a result of the treatment of an abusive step-father, and a laundry list of unexpected hardships. Murdstone sends David to Salem House; a school presided over by a master as cruel as Murdstone himself.

Moreover, David goes from a naive young boy to a creative young man, and eventually a mature gentleman. When he was in Salem House School, he met friends who are Tommy Traddles and James Steerforth. From starting his education at a violent, run-down boarding school, to losing his mother and working in his cruel step-father's wine bottling plant, David perseveres, always fighting to return to the social class he was born into.

After the funeral, Murdstone decided to send David to London to work in his warehouse, he lived there with Wilkens and Emma Micawber.

During his stay, David remembered that his mother had talked about an aunt who lived near Dover. One day, David decided to go to his aunt. After meeting David, aunt Betsey sent him to Dr. Stong's school in Canterbury. There he received a good education and lived with Mr. Wickfield and his daughter Agnes. After finishing school he decided that he wanted to become a lawyer at Mr. Spewlow's office.

Even through all this, David gets himself through school and becomes a Proctor for Mr. Spewlow, where he meets Spewlow's beautiful daughter, Dora. David married Dora, but few years later she died. Soon after, David met his school friends again, but after a series of events his friend Steerforth drowned.

After that, David takes a trip to discover himself, and then settles down with the love of his wife, Agnes. With his life in place, and the hardship behind him, David becomes a successful writer, and he and his wife Agnes settle down with their children and live a happy, content life.

3.1. David Copperfield's Miserable Childhood

As a bourgeois humanist and a writer with keen observation, Charles Dickens saw the inhumanity of the society, revealing the capitalism exploitation. In the novel, what impresses me is David Copperfield's miserable experience of being a child labor.

Although David's father was dead after he was born, he also led a very happy life with his mother and Peggotty. However, David's childhood idyllic is destroyed by the marriage of his widowed mother to Mr. Murdstone. Mr. Murdstone makes clear that he is the boss in the house, he suppresses David's mother by expecting her to be firm

towards his son, and he suppresses David with physical cruelty. He is suffering from his cruel treatment and sent away to a boarding school. After the death of his mother, he has almost nobody in the world to turn to and his father-in-law sends him immediately to work in his own warehouse called "Murdstone and Grinby" instead of sending him to school. David lives without adequate food and clothes from then on and it's no longer possible for him to develop freely. He reveals his secret agony of his soul and no words can express his feeling as he sinks into this companionship. We can see he suffered not only from physical, but also from mental destruction and psychological damage after he was thrown away at such an age. The lack of love and affection in the society should be criticized.

It sounds inconceivable now but it is the naked truth in Charles Dickens' times. The cause of this kind of phenomenon is not only Murdstone, but the whole bourgeois society. David's predicament is the epitome of the society, especially the lower class families because child labor is a common issue at that time because of the rapid development of the Industrial Revolution. Considering their own interest, the capitalists always care for squeezing out more, more, more interest regardless of the fact that whether the labor is child labor nor not since the law is opener and imperfect, which results in physical and psychological damage of a child and affects his further development .

Dickens suffered such kind of experience and witnessed his peers' experience, so he had a deep understanding about the disadvantaged of child labor. Dickens voiced his sound and strong complaints child labor, revealing different kinds of aspects of the capitalistic society, reflecting the misery of the lower-class people and show deep sympathy to them.

"David Copperfield" is a representative of this period. The industrial revolution creates a series of miracles, behind the miracles, however, it contains too much bitterness. The great wealth of the industrial revolution should be benefit for the children first, but more children spend their study life in factories. They don't get the knowledge they should obtain, but experienced the vicissitudes of life they shouldn't have in the world. They suffered from physical, mental, destruction and psychological damage at such an early age.

3.2. Gap between Social Classes

Life in Britain in Victorian period as it presented in the novel was very different from what it is nowadays. Society was still much more strictly divided into upper class and under class. Usually upper class lived in luxury house, more streets were being paved and more forms of entertainment. They get good treatment in society rather than under class. On the other hand under class lived in slum area and lived in poverty. We will see the differences between the rich and the poor people by observing their house and position in society. We will know there are gap between upper and under class from the life of Steerforths and Micawbers.

The Steerforth is a rich family. They are consists of Mrs. Steerforth and her son James Steerforth. They are live in luxury house and have much money to buy and get everything that they want.

We thought this intention very noble in Steerforth, whose mother was a widow, and rich, and would do almost anything, it was said, and that he asked her.

(David Copperfield; 93)

From the quotation, we know that Steerforths is a rich family. Mrs. Steerforth, she is a rich widow and proud woman. She feels that she can do anything especially for her son because she has power and much money. She spoils her son and this bad upbringing causes his proud, irresponsible and selfish. She will do anything for her son, James Steerforth. She spoils him and this bad upbringing causes his proud, irresponsible, and selfish.

An elderly lady, though not very far advanced in years, with a proud carriage and a handsome face, was in the doorway as we alighted, and greeting Steerforth as "My dearest James", folded him in her arms.

To this lady he presented me as his mother, and she gave me a stately welcome.

It was a genteel, old-fashioned house, very quiet and orderly. From the windows of my room I saw all London lying in the distance like a great vapor, with here and there some lights twinkling through it. I had only time, in dressing, to glance at the solid furniture, the framed pieces of work (done, I supposed, by Steerforth's mother when she was a girl), and some pictures in crayons of ladies with powdered hair and bodices, coming and going on the walls, as the newly-kindled fire crackled and sputtered, when I was called to dinner.

(David Copperfield; 245)

From the condition of Mrs. Steerforth's life it can be seen clearly that she is a rich woman. Her appearance is good looks. She has beautiful face and her appearance like the other rich people and show that she is educated woman. Then, her house is very big with luxurious furnishes. She has a beautiful old-fashioned house with beautiful pictures and framed pieces of work. Conditions of her house are very clean, quiet, and orderly with good sanitation. When David Copperfield stays in Steerforth house, he is very pleased because in the night he can see all London lying in the distance like a great vapor from the window.

Now we will see the condition of poor people as reflected on Micawber family.

Arrived at his house in Windsor Terrace (which I noticed was shabby like himself, but also, like himself, made all the show it could), he presented me to Mrs. Micawber, a thin and faded lady, not at all young, who was sitting in the parlour (the first floor was altogether unfurnished, and the blinds were kept down to delude the neighbours), with a baby at her breast. This baby was one of twins; and I may remark here that I hardly ever, in all my experience of the family, saw both the twins detached from Mrs. Micawber at the same time. One of them was always taking refreshment. There were two other children; Master Micawber, aged about four, and Miss Micawber, aged about three. These, and a dark-complexioned young woman, with a habit of snorting (who was servant to the family, and informed me, before half an hour had expired, that she was "a orfling," and came from St. Luke's Workhouse, in the neighbourhood, completed the establishment. My room was at

the top of the house, at the back: a close chamber, stenciled all over with an ornament which my young imagination represented as a blue muffin; and very scantily furnished.

(David Copperfield; 138)

Mr. Micawber has a large family. His appearance looks bad and shabby. He has wife and her name is Mrs. Micawber. Mrs. Micawber is come from poor family too. She is an orphan and she ever stays in workhouse, a place or housing for poor people in St. Luke. Mrs. Micawber is a thin and faded lady, she is not all young. Mr. and Mrs. Micawber have four little children; they are twins and the other two children, Master Micawber and Miss Micawber. Although Mr. Micawber has a large family, he never has any money to buy food or furniture to his house. Then, from the text we can see in the first floor was altogether unfurnished.

After we saw the conditions of Mr. Micawber family house and their appearance, it can be seen clearly that their family is poorly and it is very different with Steerforth's family life.

Considering the condition of the Steerforth's and Micawbers's house, we can see there are many gap between the rich and poor people. The rich people always live in luxury with good appearance, good house, good sanitation, and of course have enough money to buy anything that they want. In contrary, the poor people always live in poverty and they never have enough money and the condition of their house and their appearance is very bad.

We can see again gap between upper class and under class from their attitude and how they are treats other people who is come from the different class, especially from under class. It is happen when Mr.Peggoty comes to Mrs. Steerforth house to ask about his niece, Emily who is running of with James Steerforth. But Mrs. Steerforth proudly treats Mr. Peggoty because she think that Mr. Peggotyis just a sailor and poor people.

She sat upright in her arm-chair, with a stately, immovable, passionless air, that it seemed as if nothing could disturb. She looked very steadfastly at Mr. Peggoty when he stood before her; and he looked quite as steadfastly at her. Rosa Dartle's keen glance comprehended all of us. For some moments not a word was spoken. She mentioned to Mr. Peggoty to be seated.

He said, in a low voice, "I shouldn't feel it natural, madam, to sit down in this house. I'd sooner stand." And this was succeeded by another silence, which she broke thus:

"I know, with deep regret, what has brought you here. What do you want of me? What do you ask me to do?"

He put his hat under his arm, and feeling in his breast for Emily's letter, took it out, unfolded it, and gave it to her.

"Please to read that ma'am. That's my niece's hand!" She read it, in the same stately and impassive way, -untouched by its contents, as far as I could see, -and returned it to him.

"Unless he brings me back a lady," said Mr. Peggoty, tracing out that part with his finger. "I come to know, ma'am, whether he will keep his wured?"

"No," she returned.

"Why not?" said Mr. Peggoty.

"It is impossible. He would disgrace himself. You cannot fail to know that she is far below him" said Mrs. Steerforth.

"Raise her up!" said Mr. Peggoty.

"She is uneducated and ignorant."

"Maybe she's not; maybe she is," said Mr. Peggoty.

(David Copperfield; 385)

From the text above we can see that Mrs. Steerforth looked very steadfastly at Mr. Peggoty. When she reads a letter from Emily, she did not want to touch that letter because Mr. Peggoty touched that letter. She said to Mr. Peggoty that as far as she could see that's contents. The letter shows that Emily runs away with Steerforth and perhaps she will become Steerforth's wife. But Mrs. Steerforth say that it is impossible and she cannot accept the fact, she doesn't like Emily because she comes from under class and her uncle Mr. Peggoty just a sailor. Mr. Steerforth says that Emily is uneducated woman and she is not suitable for her sons because her son is educated and comes from rich family. It is different with Emily because she thinks that Emily just comes from poor

family and her position is far below from James Steerforth. Mrs. Steerforth says that it is impossible if Emily becomes Steerforth's wife. She thinks that it would disgrace Steerforth's family. Mr. Peggotty tries to tell her that she has to save Emily from this disgrace and trust her to her husband but Mrs. Steerforth determines to avoid the fact.

Then let's see the other gap between rich and poor family from the text below:

“But I am sorry to repeat, it is impossible. Such a marriage would irretrievably blight my son’s career, and ruin his prospects. Nothing is more certain than that it never can take place, and never will”.

“Let the man listen to what I say! My son, who has been the object of my life, to whom its every thought has been devoted, whom I have gratified from a child in every wish, from whom I have had no separate existence since his birth,-to take up in a moment with a miserable girl, and avoid me! To repay my confidence with systematic deception, for her sake, and quit me for her! To set this wretched fancy, against his mother’s claims upon his duty, love, respect, gratitude-claims that every day and hour of his life should have strengthened into ties that nothing could be proof against! Is this no injury? ”.

(David Copperfield; 386)

As a rich woman Mrs. Steerforth is very proud. She never allows Emily to become her daughter-in-law because of their position is different in society. Emily just poor woman and it is impossible if Emily marriage with her sons. Mrs. Steerforth says that Emily just a miserable and ignorant girl. She thinks that if Emily marriage with Steerforth it could irretrievably blights her son's career and ruins his prospects.

From this event it can be seen clearly that people who come from different class are difficult to be united. In society, usually upper class and under class treated very different and it can causes a great gap between rich and poor people. On the other hand, the rich people always think that it is disgrace if they get in touch with the poor people. The poor people feel that they are not proper to get in touch with the rich people. The rich people think that poor people is not suitable to become their partner or part of their

family because their position is different and far below them. The rich people think that with their power, money, and position, they can do anything that they want.

In society, the rich people usually always get good position and good treatment than poor people. So it can causes great gap between the rich and poor people.

3.3. Poverty

The industrial Revolution intensified the problems of the poor. They were crowded into cities, and eventually slum housing with its attendant evils became typical, such as poor housing, bad sanitation, and disease. Now we will see the condition of poor people who suffer in poverty from the quotation below:

We were now down in Westminster. We had turned back to follow her, having encountered her coming towards us; and Westminster Abbey was the point at which she passed from the lights and noise of the leading streets. A glimpse of the river through a dull gateway, where some wagons were housed for the night, seemed to arrest my feet. There was, and is when I write, at the end of that low-lying street, a dilapidated little wooden building, probably an obsolete old ferry house. Its position is just at that point where the street ceases and the road begins to lie between a row of houses and the river. As soon as she came here, and saw the water, she stopped, as if she had come to her destination; and presently went slowly along by the brink of the river, looking intently at it.

(David Copperfield; 555)

From the story of Martha Endell it can be seen clearly how the condition of her dwelling and her community. Martha Endell is a poor woman. Poverty make her must work as prostitute. Actually Martha does not want to work as prostitute, but she must do that to continue her life. She stays in slum area of London. She lives among the rubbish on the riverside.

When David Copperfield and Mr. Peggoty follow Martha to a lonely and dirty area on the bank of the river, we can see how the condition of spreading city in slum area. There

are any the river with adult gate way with lights and noise of the leading streets, which is Martha always pass in this street everyday and every night. At the end of that low-lying street we can find there is a dilapidated little wooden building, usually the condition of that house is very old, and it is not suitable for people to live in there because the condition of house is very bad and the river is very dirty and full of rubbish.

The neighbourhood was a dreary one at that time; as oppressive, sad, and solitary by night as any about London. There were neither wharves nor houses on the melancholy waste of road near the great blank Prison. A sluggish ditch deposited its mud at the prison wall. Coarse grass and rank weeds straggled over all the marshy land in the vicinity. In one part, carcasses of house, inauspiciously begun and never finished, rotted away. In another, the ground was cumbered with rusty iron monsters of steam boilers, wheels, cranks, pipes, furnaces, paddles, anchors, diving bells, windmill-sails, and I know not what strange objects, accumulated by some speculator, and groveling in the dust, underneath which-having sung into the soil of their own weight in wet weather- they had the appearance of vainly trying to hide themselves. The clash and glare of sundry fiery Works upon the river-side arose by night to disturb everything except the heavy and unbroken smoke that poured out of their chimneys. Slimy gaps causeways, winding among old wooden piles, with a sickly substance clinging to the latter, like green hair, and the rags of last year's handbills, offering rewards for drowned men fluttering above high-watermark, led down through the ooze and slush to the ebb-tide. There was a story that one of the pits dug for the dead in the time of the Great Plague was hereabouts, and a blighting influence seemed to have proceeded from it over the whole place. Or else it looked as if it had gradually decomposed into that nightmare condition, out of the overflowing of the polluted stream.

As if she were a part of the refuse it had cast out, and left to corruption and decay, the girl we had followed strayed down to the river's brink, and stood in the midst of this night picture, lonely and still, looking at the water.

(David Copperfield; 555-556)

From the quotation it can be seen that Martha Endell life is very hard. Poverty make her must live in slum area with bad sanitation, dirty river, pollution and rubbish in everywhere. From the text we can see that Martha's neighborhood is very dirty and dreary. We can see there were neither wharves nor houses on the melancholy waste of road near the great blank prison. Coarse grass and rank weeds straggled over all the marshy land in the vicinity. Then many carcasses of house rotted. In every place there

are full of rubbish, mud and pollutions. The chimneys still disturb with their heavy and unbroken smoke until night. All of it as if she were a part of the refuse it had cast out. Martha must live in there because there is no other place to be stayed for her. She just a poor woman and doesn't has any money to get good house, food and everything that she wants.

Martha Endell's poverty has caused many effects for her life. One of them is physical and psychological effects. Her physical effects can be seen when Martha had been sick. She was worn and haggard. Then her sunken eyes expressed privation and endurance too. Her psychological effects make her hardship and depression because she is suffering in prostitution. Those effects show that poverty make Martha has a miserable life. On the following statement of the story we will know her condition.

Again she repressed the tears that had begun to flow; and putting out her trembling hand, and touching Mr. Peggoty, as if there was some healing virtue in him, went away along the desolate road. She had been ill, probably for a long time. I observed, upon that closer opportunity of observation, that she was worn and haggard, and that her sunken eyes expressed privation and endurance.

(David Copperfield; 561)

After David mothers was died, he live in poverty. His step father didn't have enough money to pay David education. Then David work by his self to get money. It can be seen on page 134:

I suppose you know, David, that I am not rich. At any rate, you know it now. You have received some considerable education already. Education is costly; and even if it were not, and I could afford it, I am of opinion that it would not be at all advantageous to you be kept at a school. That is before you, is a fight with the world; and the sooner you begin it, the better. I think it occurred to me that I had already begun it, in my poor way: but it occurs to me now, whether or no.

"You have heard' the counting-house' mentioned sometimes," said Mr. Murdstone.

"The counting-house, sir?" I repeated.

"Of Murdstone and Grinby, in the wine trade," hereplied.

I suppose I looked uncertain, for he went on hastily:

"You have heard the "counting-house" mentioned, or the business, or cellars, or the wharf, or something about it."

"I think I have heard the business mentioned, sir,"

I said, remembering what I vaguely knew of his and his sister's resources. "but I don't know when."

Mr. Murdstone is David step father. He is not rich people. He says to David that he cannot pay David school because he thinks that education is costly. Then Mr. Murdstone ask David to work on the counting-house, it is the wine trade of Murdstone and Grinby. David didn't have choice, he must work at Murdstone and Grinby house to continue his life because his mother was died and he didn't has any money to pay his education.

Mr. Murdstone, with an impatient, evens an angry gesture, resumed, without noticing what he had said:

"Those terms are, that you will earn enough for yourself to provide for your eating and drinking, and pocket-money. Your lodging (which I have arranged for) will be paid by me. So will your washing."

"As you not be able, yet awhile, to get them for yourself. So you are now going to London, David, with Mr. Quinion, to begin the world on your own account."

(David Copperfield; 135)

Poverty make David must hardworking to get enough money to continue his life. He must go to London with Mr. Quinion to do his duty and get his own account. David must get enough money to buy eating and drinking for his self.

Then from David's dwelling in Murdstone and Grinby warehouse, we will see his dwelling condition as the description of the other side of London life.

Murdstone and Grinby's trade was among a good many kinds of people, but an important branch of it was the supply of wines and spirits to certain packet ships. I forget now where they chiefly went, but I think there were some among them that

made voyages both to East and West Indies. I know that a great many empty bottles were one of the consequences of this traffic, and that certain men and boys were employed to examine them against the light, and reject those that were flawed, and to rinse and wash them. When the empty bottles ran short, there were labels to be pasted on full ones, or corks to be fitted to them, or seals to be put upon the corks, or finished bottles to be packed in casks. All this work was my work, and of the boys employed upon it I was one.

(David Copperfield; 136)

David's dwelling in Murdstone and Grinby's warehouse is very bad. In here, David starts working at the warehouse, washing and labeling bottles. He is very miserable in this unpleasant situation. As we know from the text, the condition of the house is very dirty and is not decent for everyone to live in there. That house was a crazy old and literally overrun with rats. Full of rubbish, disease, smoke and the place is rottenness. David must stay in that house because he didn't have enough money to get good house with good facility.

I could not resist the stale pastry put out for sale at half-price at the pastry-cooks' doors, and spent in that, the money I should have kept for my dinner. Then, I went without my dinner, or bought a roll or a slice of pudding.

(David Copperfield; 140)

From the quotation we can see that poverty make David life is very miserable. He often could not buy the stale pastry put out for sale at half-price, and he must keep his money for his dinner. But David often went without dinner. Everyday David must try to keep his money just to buy food. But his money often didn't enough to buy it.

“If Mr. Micawber’s creditors will not give him time,” said Mrs. Micawber, “they must take the consequences; and the sooner they bring it to an issue the better. Blood cannot be obtained from a stone; neither can anything on account be obtained at present-not to mention law expenses-from Mr. Micawber.”

The only visitors I ever saw or heard of were creditors. They used to come at all hours, and some of them were quite ferocious. One dirty-faced man, I think he was a boot-maker, used to edge himself into the passage as early as

seven o'clock in the morning, and call up the stairs to Mr. Micawber- "come! You ain't out yet, you know. Pay us, will you? Don't hide, you know; that's mean. I wouldn't be mean if I was you. Pay us, will you? You just pay us, d'yehear? Come!"

(David Copperfield; 139-140)

Mr. Micawber is poor people, but he is very improvident. Poverty makes him always loan money from other peoples, but he never can to pay his debt. Everyday many creditors come to his house and ask Mr. Micawber to pay his debt. But he never pays it because he didn't have any money to pay it. Some of the creditors were quite ferocious and they tell Mr. Micawber as "swindlers and robbers"; and sometimes they go to the extremity of crossing the street, and roaring up at the windows of the second floor to find Mr. Micawber.

At last Mr. Micawber's difficulties came to a crisis, and he was arrested early one morning, and carried over to the King's Bench Prison in the Borough.

(David Copperfield; 144)

Because of Mr. Micawbers cannot pay his debt, one morning he face to difficulties crisis again. He carried over to the King's Bench Prison in the Borrough.

From David's dwelling in Murdstone and Grinby's warehouse and his poverty when he works and struggle to get money to buy drinking and eating, then from Martha Endell's life and her dwelling at riverside, then from Mr. Micawber life and his poverty because he never can pay his debt. We can know that people who is life in poverty is very miserable. The poor people must struggle and hard work to get money, to get enough food or to get anything that they want. They must still stay in slum area with bad sanitation, dirt, rubbish, decaying floor and stair cases, and literally overrun with rats. They didn't have enough money to get good house and good facility.

True, it is only individuals who starve, but what security has the workingman that it may not be his turn tomorrow? Who assures him employment, who vouches for it that, if for any reason or no reason his lord and master discharges him tomorrow, he can struggle along with those dependent upon him, until he may find someone else to give

him bread? Who guarantees that willingness to work shall suffice to obtain work, that uprightnes, industry, thrift, and the rest of the virtues recommended by the bourgeoisie, are really his road to happiness? No one. He knows that he has something today, and that it does not depend upon himself whether he shall have something tomorrow. He knows that every breeze that blows, every whim of his employer, every bad turn of trade may hurl him back into the fierce whirlpool from which he has temporarily saved himself, and in which it is hard and often impossible to keep his head above water. He knows that though he may have the means of living today, it is very uncertain whether he shall tomorrow.

3.4. Discrimination in Education

Prior to the 1870 Education Act, children in Victorian England were educated in many different ways, or not at all, depending upon their sex and their parent's financial situation, social class, religion, and values.

In society, someone who is rich or someone who comes from the upper class always get a good treatment. On the contrary for those who are from lower class have different treatment. It happens to Steerforth at his school, in Salem house.

But the greatest wonder that I heard of Mr. Creakle was, there being one boy in the school on whom he never ventured to lay a hand, and that boy being J. Steerforth.

(David Copperfield; 81)

Mr. Creakle is a harsh and wicked headmaster of Salem House. He often punishes his students by hitting and imprisoning them. But he has never done that cruel thing to James Steerforth. James has never been treated badly because he is a son of rich family. Although James false he never get punishment or hitting from Mr. Creakle. James Steerforth always gets different treatment rather than his other friends who comes from poor family.

Another advantage that Steerforth achieved as a rich person can be seen on the following event when Steerforth does not care of all for the lower orders of society or for anyone else's feelings.

Steerforth's place was at the bottom of the school, at the opposite end of the long room. He was

lounging with his back against the wall. And his hands in his pockets, and looked at Mr. Mell with his mouth shut up as if he were whistling, when Mr. Mell looked at him.

"Silence, Mr. Steerforth!" said Mr. Mell.

"Silence yourself," said Steerforth, turning red.

"Whom are you talking to?"

"Sit down," said Mr. Mell.

"Sit down yourself," said Steerforth, "and mind your business."

There was a titter, and some applause. But Mr. Mell was so white that silence immediately succeeded; and one boy, who had darted out behind him to imitate his mother again, changed his mind, and pretended to want a pen mended. "If you think, Steerforth," said Mr. Mell, "that I am not acquainted with the power you can establish over any mind here"-he laid his hand, without considering what he did (as I supposed), upon my head- "or that I have not observed you, within a few minutes, urging your juniors on to every sort of outrage against me, you are mistaken."

"I don't give myself the trouble of thinking at all about you," said Steerforth coolly; "so I'm not mistaken, as it happens."

"And when you make use of your position of favouritism here, sir," pursued Mr. Mell, with his lip trembling very much, "to insult a gentleman-".

(David Copperfield; 89)

From the description we can see that James Steerforth is very proud student; he think that he has power since he is rich and Mr. Mell only a poor teacher. When Mr. Mell

looked at him, he looked at Mr. Mell with his mouth shut up as if he were whistling. And when Mr. Mell asked James Steerforth to silence and sit down like his other friends, he asked Mr. Mell to silence and sit down by his self. He has done something which is not proper to be done as a student. He is speaking impolitely to his teacher, Mr. Mell. He bravely opposes him because he thinks that he comes from rich family and no one can oppose him. He is speaking in the same way as he is speaking to his friends. He does not appreciate his teacher anymore. It happens because he wants to show that his position is favouritism in this school. And when Mr. Creakle knows what he has done, he didn't angry with James Steerforth but he is angry with Mr. Mell. Mr. Creakle thinks that James is right. Mr. Creakle didn't punish James like other student because James comes from rich family and he has power and money to do what he wants.

“Now, boys, this is a new half. Take care what you're about in this new half. Come fresh up to the lessons, I advise 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 boy!”

(David Copperfield; 85)

When the school starts for a new semester, Mr. Creakle gives a speech to the students. He warns them about his harshness discipline. The Salem House School is conducted by a harsh headmaster. We can see the discrimination in education on the event of Tommy Traddles, he is one of the students there who comes from poor family.

One day, Traddles the most unfortunate boy in the world breaks that window accidentally, with a ball. I shudder at this moment with the tremendous sensation of seeing it done, and feeling that the balls has bounded on to Mr. Creakle's sacred head.

(David Copperfield; 84)

When Traddles is playing with a ball in playground of the school, he breaks the window of Mr. Creakle's dining room accidentally with the ball. Traddles gets punishment and hit from his headmaster. Mr. Creakle brave punish Traddles because he is only students who comes from poor family. He didn't have power or much money to pay Mr. Creakle like James Steerforth family do.

Poor Traddles! In a tight sky-blue suit that made his arms and legs like German sausages, or roly-poly puddings, 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, except one holiday Monday when he was only ruler's on both hands—and was always going to write to his uncle about it, and never did.

(David Copperfield; 84-85)

From the quotation we can know what kind of other punishment which is Traddles gets from Mr. Creakle, Traddles always gets unfair treatment and discrimination from his headmaster Mr. Creakle although he never do something wrong, and it is happen because he just a poor students and didn't have power to oppose Mr. Creakle.

He was very honourable, Traddles was, and held it as a solemn duty in the boys to stand by one another. He suffered for this on several occasions; and particularly once, when Steerforth laughed in church, and the beadle thought it was Traddles, and took him out. I see him now, going away in custody, despised by the congregation. He never said who was the real offender, though he smarted for it next day, and was imprisoned so many hours that he came forth with a whole churchyardful of skeletons swarming all over his Latin dictionary.

(David Copperfield; 85)

Tommy Tradless always gets unfair treatment from other people's around him. Traddles is always being caned. In another occasion which takes Traddles as a victim of cruel school happened in a church. When all of students do a service in the church, Traddles is accused of being laugh in church, although he never does that.

Actually Steerforth was doing that, he laughed in church and he stand beside Traddles but the beadle thought it was Traddles. Then the beadle took Traddles out and going away in custody. Traddles still get punishment from the beadle although he never does that mistake. The beadle never wants to know and never ask to Traddles or other student who was the real offender.

From this novel, it can be seen clearly that discrimination in education still happen. We can see from Steerforth and Traddles. They are come from different class. James Steerforth, one of student in Salem House who is come from rich family always gets a good treatment and good position in that school. He always gets different service rather than other student who comes from poor family. He never gets punishment from his wrong. On the contrary, Tommy Traddles who is unlucky boy and come from poor family always get punishment from his headmaster. He always gets bad treatment from him.

3.5. Unfair Treatment in Working Class

Industrial Revolution raised standards of living and enable increasing numbers of men to enjoy the decencies and comforts of existence. Industrialism created a new labor problem, a radical wing of the working class. It also aggravated problems of unemployment, low wages, and bad living and working conditions. Trusting to the infinite possibilities of an expanding market, factory after factory had been built each equipped with ever more potent machinery.

Labor sometimes got such low wages that only a single man could maintain himself on his earnings. The worker who is a head of a family might have to put both his children and his wife to work as a matter of sheer economic necessity. The grievances of working class are more numerous than those of their masters, and they are more difficult to satisfy. In this discussion the writer intends to show the unfair treatment of early industrial workers in Victorian period.

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 one was made; and I became, at ten years old, a little labouringhind in the service of Murdstone and Grinby.

(David Copperfield; 135)

As we see from the text, David who is the children of the poor were forced by economic conditions to work with his family in debtor's prison, he must worked at age ten years old. He is a little laboring hind in the service of Murdstone and Grinby.

I was so young and childish, and so little qualified how---could I be otherwise?—to undertake the whole charge of my own existence, that often, in going to Murdstone and Grinby's of a morning, I could not resist the stale pastry put out for sale at half-price at the pastry-cooks' doors, and spent in that, the money I should have kept for my dinner. Then, I went without my dinner, or bought a roll or a slice of pudding.

(David Copperfield; 140)

David is so young and childish labor in Murdstone and Grinby's warehouse. David didn't have enough skill to work like a men but he must do the whole charge by his own existence. Everyday he must go to Murdstone and Grinby's warehouse to get money for his dinner. David who is so young and childish must face hard life. He must work every morning until night just to get little money. As we know that sometimes he could not resist the stale pastry put out for sale at half-price at the pastry-cooks doors, everyday he must try to keep his money just for his dinner. His salary is not enough to buy food, drink and his need.

Murdstone and Grinby's trade was among a good many kinds of people, but an important branch of it was the supply of wines and spirits to certain packet ships. I forget now where they chiefly went, but I think there were some among them that made voyages both to East and West Indies. I know that a great many empty bottles were one of the consequences of this traffic, and that certain men and boys were employed to examine them against the light, and reject those that were flawed, and to rinse and wash them. When the empty bottles ran short, there were labels to be pasted on full ones, or corks to be fitted to them, or seals to be put upon the corks, or finished bottles to be packed in casks. All this work was my work, and of the boys employed upon it I was one.

(David Copperfield; 136)

From the quotation we can imagine how bad the condition of David. He is ten years old when he is working at Murdstone and Grinby warehouse. His mother was death and his father didn't want to know about him. David must face all problems by his self. He is miserably experience poverty, despair, and loneliness. As we see that in Murdstone and Grinby's warehouse there are men and boys were employed. They work twelve until sixteen hours everyday. They have same work in this warehouse. They must wash and label bottles. They must work in the warehouse for long hours, from morning until night. Now we will see the other unfair treatment in working class from the text below:

I know I do not exaggerate, unconsciously and unintentionally, the scantiness of my resources or the difficulties of my life. I know that if a shilling were given me by Mr. Quinion at any time, I spent it in a dinner or a tea. I know that I worked from morning until night, with common men and boys, a shabby child. I know that I lounged about the streets, insufficiently and unsatisfactorily fed. I know that, but for the mercy of God, I might easily have been, for any care that was taken of me, a little robber or a little vagabond.

(David Copperfield; 142)

As we know that David and other men, boys and children in warehouse must work for long hours, from morning until night. Their work of long hours is not proportional to their salary. Their salary is not sufficient and unsatisfactory fed. In this novel the working class always gets unfair treatment from the master of the factory. The master just thinks about their profit, they never think their labor. Usually they pay their labor with low salary.

In Murdstone and Grinby's warehouse, David and other labor gets unfair treatment again. David is paid six shillings a week. This salary is very low and not enough for him to buy nutritious food. He always eats insufficiently and unsatisfactorily fed.

Mr. Quinion then formally engaged me to be as useful as I could in the warehouse of Murdstone and Grinby, 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. He paid me a week down

(David Copperfield; 138)

From the above quotation it can be known that this excessively low pay is also one of the unfair treatments in working class. Their wage is not proportional to their energy which is used to work in the warehouse.

My own exclusive breakfast of a penny loaf and a pennyworth of milk, I provided myself. I kept another small loaf, and a modicum of cheese, on a particular shelf of a particular cupboard, to make my supper on when I came back at night. This made a hole in the six or seven shillings, I know well; and I was put at the warehouse all day, and had to support myself on that money all the week. From Monday morning until Saturday night I had no advice, no counsel, no encouragement, no consolation, no assistance, no support of any kind, from anyone, that I can call to mind, as I hope to go to heaven!

(David Copperfield; 140)

From the above quotation it can be known that working class people in Victorian age as described in the novel are forced to work for long hours with low wages. They must work twelve until sixteen hour per day and they just get six until seen shilling a week. They always get unfair treatment from their master. Their masters do not care of their prosperity. They only want to exploit their laborer energy for their profit oriented.

Conclusion

Throughout this part, we have focused upon the literary analysis of David Copperfield, focusing on the social problems in the nineteenth century Victorian England through the novel which is one of the most successful novel of this age.

General Conclusion

General Conclusion

From the early Victorian Age of the 19th century, a group of young novelists including male and female authors began writing novels which condemn the social evilness, using their pens as weapons to fight against the bourgeois society in order to awaken a desire for reform, and Charles Dickens was one of them.

With twists and turns plot, popular and vivid language, rich and well-connected contents and the use of more clues structure, "David Copperfield" was rife with humanitarian spirit and uncovered the social evils like poverty and injustice, child labor, family conflicts, crime in society, poor and imperfect education system, the huge gap between the upper class and the lower class, etc. In David Copperfield, Charles Dickens shaped a series of kind and positive common people who possess good nature and try their best to earn a more comfortable life through working hard..

"David Copperfield" was considered as an epitome of the Victorian Age in the 19th century, from which we can witness the daily life of the common people, the luxury lifestyle of the upper class, the ruthless exploitation of the monopolists in that time..

Being one of the greatest novelists in English literature, Charles Dickens developed critical realism spirit. He used his talent to bring public attention to the ill of the society, especially the mistreatment of children from lower class and the hypocrisy of the upper class and monopolists. His concern for the oppressed poor, his resentment towards the evilness of the bourgeois society, his gift for description are impressed in David Copperfield. Meanwhile, "David Copperfield" also has literature significance which provides us with literary and historical information for further study. By making an analysis of the historical settings, themes, especially the concrete personage image and incidents, and identifying critical realism in the novel, we can get more knowing about the development of critical realism literature in that time and its influence for the later literature. Dickens spoke highly of the good nature and held the brief that those who went through the darkness and thistles and thorns but could still keep the purity and good nature were admirable.

In short, through a literary analysis of the corpus, "David Copperfield" is a realistic novel in which Dickens could reflect the people social suffering in his society.

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Glossary

Whilst reading this dissertation, the reader might face some ambiguous words which are set in order to refer to a specific literary sense. So, the following are explained according to their meaning in the text.

Bildungsroman

The term Bildungsroman denotes a novel of all-around self-development. A Bildungsroman is, most generally, the story of a single individual's growth and development within the context of a defined social order. The growth process, at its roots a quest story, has been described as both "an apprenticeship to life" and a "search for meaningful existence within society".

Bourgeoisie:

In its literal sense, bourgeois in old French means "town dweller". In English, the word "bourgeoisie" (a French citizen-class) identified a social class oriented to economic materialism and hedonism, and to upholding the extreme political and economic interests of the capitalist ruling-class.

Class System

The class system is universal phenomenon denoting a category or group of persons having a definite status in society which permanently determines their relation to other groups.

Critical Realism

Critical Realism is a philosophical approach to understanding science initially developed by Roy Bhaskar (1944-2014). It combines a general philosophy of science (transcendental realism) with a philosophy of social sciences (critical naturalism).

Medieval Feudal system

The Medieval Feudal system worked well for many hundreds of years. The decline of the Feudal System came when rich nobles were allowed to pay for soldiers rather than to fight themselves. Life lived under the Medieval Feudal System demanded that everyone owed allegiance to the King and their immediate superior.

Satire:

The use of irony, sarcasm, ridicule, or the like, in exposing, denouncing.

المخلص

شارلز ديكنز ، كاتب إنجليزي عظيم بعد شكسبير ، هو الممثل الأكثر إنجازًا لأدب الواقعية النقدية الإنجليزية في القرن التاسع عشر. ديكنز خالد ، وأعماله تعيد إنتاج الظروف الاجتماعية في إنجلترا الفيكتورية بشكل واضح. من خلال تحليل الإعدادات التاريخية ، وخاصة الصور الشخصية الملموسة ، وتحديد الواقعية النقدية في الرواية ، تهدف هذه الأطروحة إلى الكشف عن القضايا الاجتماعية وانتقادها في أوائل العصر الفيكتوري في منتصف القرن التاسع عشر.

الكلمات المفتاحية:

الواقعية النقدية ، المشكلات الاجتماعية ، ديفيد كوبرفيلد ، تشارلز ديكنز ، العصر الفيكتوري