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Charles Dickens's Hard Times

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Dedication

I would like to dedicate this work to my dear parents; my father and my mother Go bless her, for their love, Patience, encouragement and help. This work is also dedicated to my husband **Fethi** and my little son **Omran**, to my brothers and sisters. And to all my lovely friends specially **Fatiha**.

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Abstract

The present study is an attempt to deal with the social classes of the British society during the Victorian age, taking the novel "Hard Times" of Charles Dickens as an example. Hard Times reflects the life of citizens and give the differences between the three social classes in that period; The upper, the middle and the lower classes. This study attempts to make a comparison between the realities of Victorian society with the realities that Charles Dickens described in Hard Times. This project is divided into three chapters. The first chapter presents a literature review of the Victorian society. The second chapter identify the Victorian literature and Charles Dickens's Hard Times. The third and last chapter examines the novel by analyzing of social classes Distinctions.

Key words: Literature, social classes, Distinction, Charles Dickens, Hard Times.

Chapter one

Literature Review

Introduction

this chapter examines the historical and political background of the Victorian age and the social changes after the industrial revolution ,like the class division and speaks about literature as a major feature of the society that reflects the social reality to see why literature as reflective of the Victorian society.

1.1 The Victorian Age

The Victorian age took its name from Queen Victoria (1830-1901) was the age of Progress, stability and great social reforms. but in the same time was characterized by poverty, injustice and social unrest. the Victorian were great moralities, they promoted a cod of value based on personal duty, hard work, respectability and charity. these values were of equal application to all layer of society, but were given their essential Victorian form by the upper or the middle class. Also this era was a time of major social, economic and technological progress around the world with The industria revolution driving changes across almost every aspect of every aspect of daily life. according to(**Taibi 2008**) “An age that began with a confidence and optimism leading to economic boom and prosperity eventually gave way to uncertainty and doubt regarding Britain’s Place in the world. Today we associate the nineteenth century with the protestant work, ethic, family, value ,religious observation and institutional faith” (1)

1.2. Victorian Society after the Industrial Revolution

The industrial revolution, a term, first coined in the mid-nineteenth century to capture the economic transformation of the period Which spread from Britain to other countries what is particularly understood by the term is a major shift from an organic economic to a mineral-based economy, by

replacing wood as a major source of power with coal to drive new steam engines....(**Jeremy and Macrauld 2003**). During this period, there are many changes happened in several parts of the world and took place in the life and the work of people (**Taibi 2008**), these changes are the result of the development of Industrialization which can be defined as the rapid industrial growth that began in England during the middle of the eighteenth century and then spread over the next 50 year to many other countries.

The industrial revolution has a positives and negatives changes during the Victorian age, the positive one, the new factories made many people better feed, clothes and houses and the negative one is many people become victims, because this changes made children and women worked in factories because of the bad condition they were lived (**Taibi 2008**). The middle and the working classes were the creators of the wealth, they were getting little benefit for themselves and they were without low and political power. Whereas members of the upper class were leaders and kept the political power in the country (**Mikanova 2005**) and this is what allowed emergence of social classes in the society.

In addition, the family life was unhappy for the three different classes it mean the upper, the middle and the lower classes, during the Victorian period, the condition of life were totally different between the members of different social classes. Also in the working conditions the workers was

usually from the lower class in the Victorian period with the bad and miserable conditions.

“Millions of workers lived in slum or in vacated old decaying upper class houses.

The occupants of slums had no sanitation, no water supply, no paved streets,

No decent food or new clothing. many now had to walk miles to mill or factory

Work.....their horses of work begin at 5,30m and were never less than ten. The

Brutal degrading conditions were so awful that drunkenness and opium”

(Taibi 60, 2008)

Moreover, there is another term used after the industrial revolution was the child labor , the lower class families in early and mid-Victorian period would not able to feed themselves if the children had not to been worked, the following quotation will this:

(.....but for the vast majority of children<<childhood>>if it existed at all, was

Effectively over by the age of 10.beyond that age, and often earlier, children

Within the lower class required to contribute to family income or to maintain

Themselves. Even children who did not earn a wage worked long hours in the

Service of their parent and others at home, in the streets, in fields, and in factories)

(Harris 48, 1994)

In some towns of Britain the children of the working class were forced to work. An example is

Charles Dickens’s character David in his novel *David Copperfield* who worked at the age of 12 in

blackening factory. Many children worked 16 hours per- day under bad conditions **(Mikanova 2005)**

As mentioned before the industrial revolution led to many effects. A major one is the social class change that appeared in England society as a result of economic reason, so the

British society was divided into three social classes, the upper class, the middle class and the lower class.

1.2.1 The Upper Class:

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First class was the upper class, or the aristocracy class that included the church and nobility which had a great power and wealth; it consisted of about two percent of the population and included the Royal family, Lords, the clergy, great officers of state and its specifications, they did not work, the income from inherited land and investments, and they were always spent most of their time going to social events. In addition the members of this class were born nobility and they owned the majority of the land. They were privileged and they had no taxes, the upper class made a lot of money, the wealthiest ones of them made about 30,000 pounds per year. They put aside 150 pounds per year to their sons and 100 pounds per year to their daughters from the day they were born (Cody 2013).

1.2.2 The Middle Class:

According to (Cody 2013) Second class was the middle class, during the second half of the eighteenth century in Britain, there had been a small class of merchants, trades and small farmers, this small class was <<the middle class>> and its specifications, it was known as the intelligent artisan; this class only consisted of men, who provided the income in mental and clean work, they were paved monthly or annually, and their jobs included bankers, shopkeepers, merchants and engineers, Lawyers, businessmen, traders, teachers, and other professionals, in the world the middle class included everyone between the working class and the upper class and new roles were defined for men and women from this class for example middle class men went for work in business, while their women stayed home and take care for their family, middle class men did not get married until the age of 27 or 30 because of the

importance of being financially stable, this class made up about fifteen percent of the population, people of this class shared their ideas, they valued hard work, sexual morality, and the individual responsibility.

1.3.3 The Lower Class:

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Third class was the lower class or the workers was divided into two sections; The working class and the poor, it contained men and women and children who performed physical labor, they were paid daily or had a weekly wages, the working conditions were poor and unsanitary and they do not follow the rules of courtship or participate in social entertainment. They worked in factory, seam stressing, and chimney sweeping, mining, and other hard jobs, the people from this class consisted of about eighty five percent of the population but they owned less than fifty percent of the land (**Harris 1994**). People from this class earned just to stay alive, if the men in their twenties, and were in their peak physically, they were higher wages, and when they married the family would be poor, since children and women could not work for the whole day and whenever man grew older, he earns less wages because of his physical conditions.

1.3 Literature as a Reflection of Social realities:

George Lukacs (1885-1971), a Hungarian critic and the first major Marxist critic produced a notion called Reflectionism; it refers the assumption that a text reflects the society that has produced it. The critic practices reflectionism for the purpose of discovering how characters and their relationships typify and reveal class conflict, the socioeconomic system, or the politics of a time and place is called a reflectionist (**Albrecht 1954**). Lukacs' use of the term reflection is a man characteristic of his work (**Raman and Peter 87, 2005**). The reflection theory appreciates the function of literature; "the essential function of the reflection

theory was to “explain” in social and historical rather than individual terms the quality and greatness of literature, as well as its content, style, and forms. (Albercht 425, 1954). Lukacs assumed that a reflection is more or less concrete, and the reader should be aware that the work is not reality by itself but it can be said that it is “a special form of reflecting reality”, In other words literature is a fictitious works holds realities between its lines (Raman and perter 87). Lukacs

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rejected naturalism of the recent European novel and returned to the old realistic view that “the novel reflect reality, not by rendering its mere surface appearance but by giving us “ a truer, more complete, more vivid and more dynamic reflection of reality” (87), He also insures that literature can provide its reader a plenty of information according to Alberecht “At one time or another literature has been thought to reflect economic, family relationship, climate and landscape, attitude, morals, races, social classes, political events, wars, religion, and many other detailed aspects of environment and social life”

(426, 2012)

Finally reading literary text can give the reader the social life of the time, and class is one dimension of the social structure. The class division can be identifying through this literary text.

Conclusion

Many changes appeared in many fields as a result of the industrial revolution. The class division and to gap between the social classes was a remarkable element in the Victorian society. It lead to make most the writers and particularly novelist during the era to consider it their major themes .sins the real setting.

Chapter two

**Victorian Literature and Charles Dickens's
Hard Times**

Introduction

this chapter clarify the relationship between the victorian literature and Charles Dickens life,society and works, and the novel Hard Times as an example that reflects the social realities at that time.

2.1 The Victorian Literature

As stated before, after the industrial revolution Britain changed radically in several fields even in the literature. The Victorian literature is a literature produced during the reign of Queen Victoria, It forms a transition in the history of literature between the romantic period and the literature of the 20th century, it produced Great poets, with beautiful prose, and all the works of the great writers of the period share the same and general characteristics. Their major characteristic is that Victorian literature is to write about the real life of the citizens which reflects the problems that exist in reality, It becomes a powerful mean for human progress, socially and economical (**Mcllvain 2012**). There are also another characteristics in the Victorian literature is idealism, It is an idealistic age that tackled great ideals like truth, justice, love, and brotherhood which are the principal theme of the poets, essayists, and novelists of the era, and the most change was for the novel that has been described as the leader form of literature during the 19th century according to **Taibi 2008** “*The novel continued to thrive through this time, Its importance to the era could easily be compared to the importance of the plays of Shakespeare of the Elizabethans.*” (**62**). **Bloom 2004** said; “*Prior to the last war, the whole literature of the Victorian period languished in the depth of critical disfavor and the novel were considered if possible even more contemptible than any of the other Literary genre*” (**47**).

Victorian novel represent a large and comprehensive social world, with a variety of classes. And its major themes always tackled the idea of the place of individual in society or the aspiration of the hero and heroine for love or social position:

The Victorian novelists had given emotional coloring to everything

They wrote about.....Their complicated plots had often included

Melodramatic suspense or farcical absurdity; many of them were

Committed to overt social purpose (48)

For the first time, the major writers of the novel were women such as; Anne, Charlotte Bronte, Emily, Elisabeth Gaskell, and George Eliot, in which the novel was a principle form of entertainment, and more preferred than the other forms of writing:

“The novel was a form of entertainment, and well-brought up children

Were taught to read novels before luncheon. An educated Victorian

Reader idled away an evening with a novel when he did feel equal

To reading something important history for example” (Bloom 2004).

The Victorian novelists were famous by their beautiful and brilliant style in writing and telling stories from real life and they made novel in the top of the other literary genre (**Bloom 173, 2004**). Famous Victorian novelists such as: Mathew Arnold (1822-1888), the Bronte sisters (Emily Browning (1806-1861), Joseph Conrad, Edward Bulwer-Lytton, Willkie Collins, Charles Dickens (1812-1870), Benjamin Disraeli, George Eliot (1819-1880), George Meredith, Elizabeth Gaskell, George Gissing, Richard Jefferies, Thomas Hardy (1840-1928), A.E Housman (1859-1936), Rudyard Kipling, Robert Louis Stevenson (1850-1894), Bram

Stoker, Algernon Charles Swinburne (1837-190), Philip Meadows Taylor, Alfred Lord Tennyson (1809-1892), William Thackeray (1811- 1863), Oscar Wilde (1854- 1900), Lewis Carroll (1832-1898) and H.G Wells (1811-1863), (Taibi, 2008).

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In a hand Realism is dominant paradigm in novel writing during the second half of the nineteenth century, what took hold among the great novelists in the world especially on Europe. It was a new approach to character and subject matter, a school of thought which later known as Realism. Since it is attention to detail, replicate the true nature of reality in way that novelists had never attempted.

Realism was defined as “ A literary term so widely used as to be more or less meaningless except when used in contradistinction to some other movement like; naturalism, expressionism, surrealism”. There is also another original definition Harvey defined realism “a loosely used term meaning truth to the observe fact of life especially when they are gloomy”. (**Drabble 2000**). And in the literature and according to **Louis 2006** “ *In the arts, ‘realism referred to the reality inheres in present fact and that new doctrines of the physical world are independent of mind or spirit, a description of facing up to things as they really are and not as we imagine oWould like them to be (29).*

Realism tackles the slogan “Things as They Are”, and always insisted to represent reality, and always insisted to avoid the poetic diction, idealization, and exaggeration. It becomes more concerned with everyday life subjects, especially from the working class life (**Drabble 2000**). There were many realistic writers from the time like Daniel Defoe, Arnold Bennett, and others but Charles Dickens was regarded as a representative figure of the nineteenth century realism (**Humphreys 2008**).

The realism literature writers in the Victorian era got the inspiration for their subjects from common and real places, and insisted to portray the lifestyle and setting of the lower and middle class, since the setting become very essential in describing the realistic nature of characters and location (**Hollington 2008**).

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In another hand, Victorian novel was simple and easier to be read and understood by simple people whom the protagonist of the novel most of the time one of them, and they shared the same opinion and values with the writer. The hero is representing the moral earnestness and the conflict between good and evil like in Dickens's *Oliver Twist* and William Thackeray's *Vanity Fair* (**Louis 2006**), in which the plot of the novel was very long and complicated with main and secondary characters to give remarked impression of reality according to **Bloom 2004** " *They (the Victorian novelists) had expressed their own attitude and sympathies without constraint; they had written in individual style that sometimes burst into extravagance plots had often included melodramatic suspense* " (**48**)

In general, the Victorian age novel was the mirror which reflected society by the same setting where the readers lived.

2.2 Dickens life and Society

Forster 2007 describes The English author Charles John Huffam Dickens the most popular novelist of the century, **Marzials 2008** say that he was born in Portsea on Friday, the 7th of February, 1812 Charles had one older sister and six other brothers and sisters, and with eight children, he is the second one to John Dickens(1785-1851) and Elizabeth Dickens (1789 -1863). His father was a clerk in the navy pay office and temporarily on duty in the district

and was employed in Portsmouth dockyard when little Charles first came into the world. At the age of 12, his father was imprisoned for debt, and he was forced to work in cellar of a London shoe- blacking factory and went to live with a family friend. At the fifteen, he found employment as a clerk while he studied shorthand at night and fifteen to seventeen he was a lawyer's clerk, and this period he knows everything about law and lawyers. Pool mentioned that After several months unexpected inheritance relieved Dickens's father from his debt and Charles in this time left the factory and

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return to school, Charles's job gluing labels on bottles traumatized him, leaving a deep impression that would haunt him for the rest of his life, these difficult times inspired Charles Dickens to include many child labor issues in his fiction, Therefore, his loneliness as he wandered the streets of London, slowly sinking into the dirt and misery of those other poor drudge living on the edges of recognition, never more than a few shillings away from his "vagabond existence" hardening into a permanent way of life

(Pool 2009).

Charles Dickens had transcribed in his books nothing more than he had seen in life, because the period of hardship in Dickens life obviously played an influential role in many of his novels, The ability to depict real life situations was greatly influenced by his unpleasant experience as a young man, which included being a victim of child labor.

2.3 Dickens's Works

Charles Dickens the author wrote many novels, short stories and the novels, such as; the Pickwick papers 1836, Oliver twist 1837, Nicholas Nickleby 1838, the old curiosity shop 1840, Barnaby Rudge 1849, David Copperfield 1849, black house 1852, and other short

stories, like the large voyage, frozen deep, the holly tree, a message from the sea, a flight.....According to David Cecil, Dickens is ;

*“The most representative of the Victorian novelist, 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 child like
Naiveté and an amazingly fecund imagination.”*

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Dickens was a prominent Victorian novelist wrote the workhouse in his novels, he described the life of crime and misery into which poor people were forced shocked the richer classes, and condition slowly improved (**McDowell 1989**). Charles Dickens became the instrument for spreading the message of outrage and sympathy, the Edinburgh Review wrote of Dickens in 1838;

*The quality we most him admire in is his comprehensive spirit
of humanity, the tendency of his writings is to make us practically
Benevolent to excite our sympathy in behalf of the aggrieved and
Suffering in all classes (**Edinburgh Review 75, 1990**).*

In a hand his novel is full of emotional; death, disease, injustice that permeated the society, like the heartlessness of the rich, the harshness of the law, the cruel treatment of children, and the inhuman condition of the prison.

As a novelist, Dickens is a traditionalist novel who depicted the career of the hero from his infancy till manhood, this naturally involves him in the handling of a mass of changes as variegated as life itself.

2.4 Charles Dickens' Hard Times

Hard Times a novel written by Dickens, published 1854, it is regarded as a production of Victorian time (**Humphreys 2006**). Is aptly titled, not only does the working class, known as the "hands" have a "hard time" in the novel; so the other classes as well. Dickens divided the novel into three separated books, two of which, "Sowing" and "reaping" exemplify the biblical concept of "what so ever a man swath, that shall he also reap" (**Galatians 67**).

The third book, entitled "Garnering", Dickens paraphrased from the book of Ruth, in garnered grain in the fields of Boaz. Each of his major character sows, each reaps, and each garners what is left.

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And since Charles Dickens wrote of the conditions and the people of his time, it is worthwhile to understand the period in which he lived and worked.

Hard Times is one of Dickens' strong social critiques which suggest numerous social development and ideas, and it portrays his philosophy on values, where all men are equal. The prime principle of Dickens was that a better workplace creates better working conditions; therefore lives of the workers will be better. In addition it contains a language of satire since he used humor and caricature to criticizes socialism, industrialism, and urbanization, Hard Times is the one that regarded by critics as historical work, because of the general part of its events from real life without any artistic and imaginative side (**Ilhem 2006**). It means it is more realistic than fictional, since the witnesses and experiences of Charles Dickens for social realities is the source of his inspiration. In which Dickens in Hard Times tackles the

mechanized British society, which is embodied in his fictional setting and characters. Where working people, poor and children were living under oppressive life. And he also constructed a mechanized world people, ideals and environment, setting and characters in order to picture the Victorian society and the difference between its classes through many dimensions.

Conclusion

Charles Dickens is a prominent novelist with his novels that treat the problems of society during the Victorian period and hard times is one of theme that included social classes in the society.

Chapter Three

Analysis of Social Classes in the Novel

Introduction

This chapter is devoted to identify the social classes 'distinctions in Dickens's *Hard Times*, the novel involves historical events which is the industrial revolution, Dickens tackles the mechanized British society, which is embodied in his fictional setting and characters, where working people, poor and children were living in bad condition in order to picture the Victorian society and the differences between its classes through several dimensions like language, education, and living conditions.

3.1 *Hard Times* plot summary

Thomas Gradgrind an educator in Coktwon an industrial city, he is a man of facts believes only in facts and statistic, he is a father of two children Louisa and Tom. The story events started in Mr. Gradgrind's own school where insisted on the importance of facts addressing his pupils Cecilia Jupe is the only one that is not believed with facts, while another pupil Bitzer who believed of Mr. Gradgrind principles that he want to achieved (**Hard Times 12**). Bitzer shows that in his definition of horse (**Hard Times 08**). In Mr. Gradgrind's way home he discovers that Louisa and Tom are in circus, therefore, Mr. Gradgrind tells Sissy's father Mr. Jupe that his daughter could no longer attend his school. After he hear that Mr. Jupe left the town and he will never come back again. So, Mr Gradgrind offers to receive Sissy in his home if she accepts his condition which was to cut her relationship off from the circus; Sissy agree with hope to meet her father again Mr. Josiah Bounderby was against this decision and warred Mr. Gradgrind about the result. Mr. Bounderby is fond of Louisa, although he is earlier than her.

Louisa accepts to get marry with him to please her father and to serve her brother Tom because he works at Bounderby's bank. Mr. Stephen Blackpool worker at Bounderby's factory who received him in his house at his mill. Stephen wants to divorce his alcoholic wife, he falls in love with Racheal and he want to marry her, Bounderby refuses the idea of the divorce and see that the process need a lot of money which Stephen can never offer. Mr. Bounderby offer to Mr. Sparsit his housekeeper to move to reside in his bank just to his marriage with Louisa.

James Harthouse, a rich man comes to Coketown to visit Bounderby and tries to seduce his wife Louisa, later on, on the story Mrs. Pegler appears and tells everybody that she is Mr. Bounderby's mother and his real story. The story events change to becomes detective; where Tom cabbages money from the bank and the suspect is the poor Stephen Blackpool. At that time Stephen decides to leave Coketown, then the truth and the real thief, Tom Gradgrind discovered at the same time the relationship between Louisa and Mr. Harthouse become much closer, but Louisa decided to escape to her father's house, the end of the story presents the future of the characters, Bitzer rising in business, Bounderby dying in the street, Mr. Gradgrind realizes the importance of other values beside facts which are faith, hope and love, Tom dying, Sissy marring and living in a happy family and Louisa remaining unmarried, her relationship with sissy and her children remains.

3.2 Themes

In Hard Times Dickens presented many themes, for example the theme of power, education,

wealth, family and ethics.

Firstly, the theme of power comes in the novel by a lot of forms in which the numerous factory workers represent a great force that helped to operate machinery and produce goods and the ability to

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band together to form a union and doing strike. And in their collective form they are viewed by their employers as disposable and almost non-human, this is what made an evident in the term “Hands” which reduces them to a single non-thinking non-emotional body, the workers are patronized by the government and by the force of charitable organizations that study, analyze, and criticize their drinking, church-going, parenting, and any other quantifiable behavior.

Secondly, the theme of education, There is a strong case in Hard Times that education is not simply the classroom experience of memorizing facts; the novel expresses the view that having an emotional component to our education is crucial. And that was shown in the novel that this kind of learning can happen at any time in life. Learning as the same other people live is ground work for valuing them as a creature; learning about them only in terms of their productivity is a recipe for class warfare. If this proper groundwork is not laid, then a perverted kind of learning can take its place, full of cynicism and misanthropy. Thirdly, the theme of Wealth, the novel contain specific view on wealth, there is great difference between rich and poor and the myth that created by rich people is the poor can lift themselves up by their bootstraps. Those who rise does so at the expense of other, and even then their progress is slow, painful, and does not reach much higher than where they started. They believed that with wealth can privilege of escaping from paying for transgression, and the chance to start life over fresh. Also the theme of morality and ethics, in Hard Times, the key moral that includes empathy, generosity, and altruism. According to Dickens these themes are foundation of human relationship. There is no getting around them with any other quality,

however positive. And those who possess the qualities are much better equipped to handle the world, however hostile it may be. Those who lack these basic ways to connect to other people are doomed to a lonely and miserable existence.

Finally, the family also considered as a theme in *Hard Times*, When families are emotionally they provide amoral education that centers on self- sacrifice and altruism. And in this according to the novel

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that what make a good society, however when families are ruled by cold logic they lose their emotional connection and society as whole becomes totally self-serving.

3.3 Characters

Characters are classified into main and secondary characters. The main ones are the most important and the big role in the story. And second ones writer needs them to make the story more convincing and lifelike.

The main characters in Charles Dickens's novel *Hard Times*, are important, charming, and occasionally humorous types of personalities that most people know, by them Dickens is able to expose the follies of humanity in a compelling novel.

Thomas Gradgrind: A wealthy, retired merchant in Coketown, later a member of parliament. Mr. Gradgrind espouses a philosophy of rationalism, self-interest, cold and hard fact, he described himself as an “eminently man”, and he tries his children Louisa, Tom, Jane, Adam Smith, and Malthus to be equally practical by forbidding the development of their imaginations and emotions. Thomas Gradgrind is the first character we meet in *Hard Times*, and of the central figures through whom Dickens weaves together a web of intricately connected plotlines and characters. Dickens introduces us to this character with a description

of his most central feature; his mechanized, monotone, attitude and appearance. The opening scene in the novel describes Mr. Gradgrind's speech to group of young students, and it is appropriate that Gradgrind physically embodies the dry, hard facts that he crams into his students' heads. Dickens calls attention to Gradgrind's "square coat, square legs, square shoulders," In the first few chapters of the novel, Mr. Gradgrind expounds his philosophy of calculating, rational self-interest, He believes that human nature can be governed by completely rational rules this philosophy has brought Mr. Gradgrind much financial and social success, He has made his fortune as a hardware

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merchant, a trade that, appropriately, deals in hard, material reality. After Gradgrind becomes a wiser and humbler man, ultimately "making his facts and figures subservient to faith, hope and charity".

Louisa: Gradgrind's daughter, later Bounderby's wife. Confused by her cold, silent and unfeeling upbringing. Louisa feels disconnected from her emotions and alienation from other people. While she vaguely recognizes that her father's system of education has deprived her childhood of all joy, she also can not actively invoke her emotions or connect with others, and she marries Bounderby to please her father even though she does not love her husband. The only person she loves completely is her brother Tom. Louisa is the principal character in the novel, she is distinct from the novel's other women, particularly from her foils. Sissy and Rachael.

Tomas Gradgrind: Gradgrind's eldest son and an apprentice at Bounderby's bank, who is generally called Tom. Tom reacts to his strict upbringing by becoming a dissipated, hedonistic, hypocritical young man. He loves money and gambling even more than he loves

Louisa. These vices lead him to rob Bounderby's bank and implicate Stephen as the robbery's prime suspect.

Josiah Bounderby: Gradgrind friend belong to the middle class and later Louisa's husband, Bounderby claim to be a self-made man and boastfully he describes being abandoned by his mother as a young boy. From his childhood poverty he has risen to become a banker and factory owner in Coketown, known by everyone for his wealth and power.

Cecilia Jupe: The daughter of clown in Sleary's circus. Sissy is taken in Gradgrind when her father disappears, Sissy serves as foil, or contrast, to Louisa; while Sissy is imaginative and compassionate, and she embodies the Victorian femininity that counterbalances mechanization and industry. Her interaction with Louisa is able to explore Louisa's sensitive feminine sides.

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Mrs. Sparsit: Bounderby's housekeeper, who goes to live at the bank apartment when Bounderby marries Louisa. Once a member of the aristocratic elite, Mrs. Sparsit fell on hard times after the collapse of her marriage. A selfish, dishonest woman, she cherishes secret hopes of ruining Bounderby's marriage so that she can marry him herself. Mrs. Sparsit's aristocratic background is emphasized by the narrator's frequent allusion to her "Roman" and "Carolinian" appearance.

Stephen Blackpool: A Hand in Bounderby's factory. Stephen loves Rachael but is unable to marry her because he is already married. a man of great honesty, compassion, and integrity. belong from the working class.

James Harthouse: A sophisticated and manipulative young London gentleman who comes to Coketown searching for a new form of amusement, he belong to the upper class . He quickly becomes attracted to Louisa and resolves to reduce her.

In another hand Dickens uses many minor characters to help the major characters moving the plot events forward. They are:

Bitzer: pupil in Gradgrind's school.

Mrs. Gradgrind: The wife of Thomas Gradgrind.

Rachael: A simple, honest hand who loves Stephen Blackpool. To Stephen, she represents domestic happiness and moral purity.

Jane Gradgrind: The youngest child of Mr. Gradgrind.

Mr. Sleary: The manager of circus.

Mrs. Pegler: Old woman, Bounderby's mother.

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Mr. M'Choakumchild: A teacher in Gradgrind's school.

Slackbridge: The trade union's agitator.

Signor: Sissy's father, working in circus.

Josephine Sleary: A young woman and the daughter of Mr. Sleary.

Finally, Dickens describe the different social classes, in which the three characters; James Harthouse, Josiah Bounderby from the upper and the middle classes and Stephen Blackpool from the working class by explain their education, work, living condition and even their dialect in this novel can make a different between social classes in the Victorian society(Ilhem 2012). The upper and middle class they well educated and they speak a highly standard English, example from Harthouse's speech "Mr. Bounderby I assure you I am entirely and completely of your way of thinking"(Hard Times 103) , they eat a good food and houses contain several rooms as in the novel " They went down in the drawing

room”(Hard Times 83). However the working class live in bad condition, they not able to read example from the novel “Not the least eager of the eyes assembles were the eyes of those who could no to read, these people, as they listened to the friendly voice that read aloud”. (Hard Times 198), also they work in dirty and dangerous factories, they do not eat well and living just in one room like Stephen Blackpool “who was asleep in his little room”.

Conclusion

Dickens creates Hard Times by the use special characterization and portrays certain social realities of an industrial society that reflect the issues of the Victorian era including the class division that existing during the Victorian era.

General Conclusion

General Conclusion

Literary texts reflect society and deal with its phenomena, morals and values, it is the mirror of society that is created by writers from that society during a period of time.

Through the analysis of the novel *Hard Times*, it can be said that the social class differences in Dickens's novel reflect the real condition in England during the Victorian period in which the characters are representatives of social classes during that time. The upper class is represented through the character Mr. Josiah Bounderby, who is represented as a man who belongs to the middle class, in addition to other characters like, Thomas Gradgrind, Louisa Gradgrind, and Mr. Sparsit. Mr. Stephen Blackpool is a representative of the working class, he was a worker in Bounderby's factory, he was suffering from the hard life condition.

At the end, Charles Dickens tries to picture the real life by representing the thought, feeling and ways of living of characters from a variety of social classes. Thus the literary text *Hard Times* reflects the class division from the Victorian society.

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