

جامعة تكريت

كلية التربية للعلوم الانسانية

قسم اللغة الانكليزية



المرحلة الثالثة

Subject Name: Novel

Lecture: Hardtimes

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## The Seventh lecture

**The Lower Class:** The 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 .

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.

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 7 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 compete, 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.

## Analysis of Social Classes in the Novel

Hard Times plot summary Thomas Gradgrind an educator in Coketown 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. 16 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 become detective; where Tom catches 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 marrying 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 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.