



MANSOURA UNIVERSITY
FACULTY OF Education



المضامين التربوية في روايات تشارلز ديكنز دراسة تحليلية

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مقدمة البحث وتساؤلاته :

يُعد العصر الفيكتوري أحد العصور المزدهرة، ليس فقط في بريطانيا ولكن في أوروبا، فقد إنطلق عصر ما بعد عصر النهضة. وقد تميز العصر بحكم الملكة فيكتوريا (١٨٣٧-١٩٠١). وقد تميز حكمها بركائزمن الوسطية والرزانه والاحترام. وقد رأى المؤرخون أن العصر الفيكتوري هو عصر الثورة الصناعية التي أحدثت كثيراً من التغيرات داخل المجتمع البريطاني وبالأخص النظام التعليمي متمثلاً في فقدان الكنيسة السيطرة على تعليم أبناء الطبقة العاملة ، وإلى ايضاً إستقلال المدارس بعيداً عن سيطرة الحكومة وإقتصار التعليم فقط على أبناء الطبقة العليا والوسطى حتى يتولوا مناصب قيادية في الدولة ، وحرمان أبناء الطبقة الدنيا من الامتيازات التعليمية.

وقد اعتمد أيضاً النظام التعليمي إبان العصر الفيكتوري على ما يسمى بالتعليم النفعي، وهذا المبدأ قائم على تعليم الطلاب الحقائق العلمية في المواد الدراسية فقط ، والإعتماد على الحفظ والاستظهار دون الإهتمام بالتفكير النقدي وتطبيق مبدأي الخيال والإبتكار عند الطلاب . وقد قام أغلب كُتاب وروائيي العصر الفيكتوري بنقد هذا المبدأ من خلال رواياتهم التي أظهرت جوانب الضعف الناتج عن هذا النظام التعليمي والمناداة بمبدأ قائم على التوازن بين الجوانب المعرفية للمواد الدراسية، بجانب الجوانب العاطفية القائمة على إحساس وشعور الأفراد ، بالإضافة الى الخيال والإبتكار لديهم وفي ضوء ماسبق عرضه ، وفي ضوء ماتركته الثورة الصناعية من آثار في كافة نواحي الحياة في الهوية البريطانية إبان العصر الفيكتوري، وبالأخص التركيز على الآثار التي إنتابت النظام التعليمي وكيفية مواجهة الكتاب لها في أعمالهم بهدف التوصل لأهم المضامين التربوية في روايات تشارلز ديكنز بهدف الإستفادة منها في إصلاح النظام التعليمي في مصر . ومن هنا تبرز مشكلة البحث الحالي في التساؤل الآتي :-

١- ما أهم المضامين التربوية في روايات تشارلز ديكنز بهدف الإستفادة منها في النظام التعليمي في مصر

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هدف البحث :

يتمثل الهدف الرئيسي للبحث الحالي الي الكشف عن المضامين التربوية في روايات تشارلز ديكنز

بغرض الإستفادة منها في إصلاح النظام التعليمي في مصر :

أهمية البحث :

ترجع أهمية البحث الحالي لعدة أمور منها :-

- ١- كون البحث الحالي محاولة لإبراز جهود كاتب من أبرز كتاب العصر الفيكتوري.
- ٢- يكتسب الباحث الحالي أهميته من طبيعة الموضوع الذي يتناوله ، وهو معرفة مدى توافر المضامين التربوية في روايات ديكنز .

منهج البحث وعينته :

في ضوء طبيعة الموضوع وهدفه استخدم البحث الحالي المنهج الوصفي التحليلي ، لكونه مناسباً لطبيعة هذا البحث من خلال تحليل روايات ديكنز ، بهدف التوصل الي المضامين التربوية بغرض الإستفادة منها في النظام التعليمي في مصر وقد كانت عينة البحث قائمة علي تحليل رواية أوقات عصيبة Hard Times .

مصطلح البحث :

المضامين التربوية :

التعريف الإصطلاحي للمضامين التربوية: " بأنها كافة المغازي والأنماط والأفكار والقيم والممارسات التربوية التي تتم من خلال العملية التربوية لتنشئة الأجيال المختلفة عليها ، وتحقيقاً للأهداف التربوية المرغوب فيها " .

إجراءات البحث :

اتساقاً مع أهداف البحث ، وطبقاً للمنهجية التي اتبعتها الباحثة ، فقد سار البحث وفقاً للخطوات

الآتية:

- قامت الباحثة من خلال الرجوع الي الأدبيات والكتابات العلمية الأجنبية التي تناولت عينة البحث، وهي رواية Hard Times بصياغة الفصل الأول من البحث.
- وقد توصل الي البحث الحالي الي مجموعة من التوصيات ، أهمها :
- ضرورة تقليص الفجوة بين الخطط التربوية التعليمية وواقع تنفيذ هذه الخطط .
- ضرورة تخصيص موارد مالية إضافية لدعم البنية التحتية في مدارس القرى .
- الأخذ بعين الاعتبار مشكلات وإهتمامات الطلاب .
- الأخذ بعين الاعتبار مشكلات وإهتمامات المعلمين .
- الإهتمام بتنمية قدرات المعلمين من أجل مخرجات تعليمية أفضل .
- الإهتمام بمرحلة ما قبل المدرسة (رياض الأطفال) وذلك لأنها تُعد حجر الزاوية لبناء الطفل .
- الإهتمام بدعم قيم الإنتماء وحب الوطن عند الأطفال منذ الصغر .
- الإهتمام بتفعيل وسائل التكنولوجيا سواء في مدارس المدن والقرى إسهوً بالدول المتقدمة .
- الإهتمام بتمويل مشروعات التنمية المهنية للمعلمين .
- الإهتمام بتطوير نظم تقييم أداء المعلمين من خلال وضع إختبارات موضوعية ومصداقية للترقية.

Introduction:

According to Sophie Austin in her review: *The Importance of literature in Modern Society*, she argues that literature plays an important role in our life. It allows individuals to understand culture and history of other nations. Literature is a form of expressing ideas and views for each person author, his / her works mirror society and enable us to know the world we live in. In addition, literature enriches the sense of humanity as it paves the way for us to understand each other specially we live in a society with an increasing number of populations who have no time to interact with each other. So, novels are a means for creating new relations among each other (Austin).

Moreover, literature reflects human experience but never discusses it. It deals with our senses, feelings and our minds as it leads us to see feel and interact with characters, thus it forms experience. For instance, when Charles Dickens (1821-1879) wrote *Hard Times* he wanted to present his opinion concerning "utilitarianism" through introducing characters who viewed this philosophical ideology. He wanted to recreate his readers' experience by interacting with the novel's characters as he enabled his readers to develop their senses, mind and feelings to know the author's purpose of this novel (Hake1).

The purpose of literature is to simplify, clarify and deepen the human experience through giving a meaning of life in an implicit way and through a set of values.

Consequently, we can define it as "an interpretive presentation of human experience in an artistic form" as any literary work contains theme, design, balance, contrast, variation and complexity in a beautiful form to send the purpose of this work to readers' minds and hearts easily (Hake2-4). This is apparent in our novelist Naguib Mahfouz who wrote important novels which were characterized by unity of theme, plot, characters and conclusion as he wanted to present the Egyptian conditions. He tried to present social changes and suffering of his citizens. Besides, he showed an interest in women's rank in the society. Mahfouz employed novels to dispute various social issues specially traditions that hindered man's/woman's will and determination (Abedmegid 83,109).

In addition, he discussed the women's oppression in his novels as he knew that women in Egypt and Arab countries were ruled by Islamic law, family and social law which treated woman as human being to be protected well. In his social realistic novels of 1940s Mahfouz presented woman as

uneducated second-class citizen, his purpose was to raise woman's awareness to overcome their sense of passivity by which he thought as a basic reason for their oppression. Mahfouz described her position to serve her husband and please him without taking her feeling into consideration. She was a victim of society's strict habits and traditions which saw the woman as a creature who didn't have to be assertive. It was remarkable that Mahfouz viewed women's state as a result of political condition as Egypt was controlled by the British invasion. When he began to write his novels in the thirties and forties, Egypt underwent liberalism and social mobility. Consequently, Mahfouz started to portray woman in a new image as she was changed into independent educated woman with a great respect from her society (Hazem 1-16).

Charles Dickens is the most popular writer in the history of the Victorian English literature. He gained a reputation from his position as a novelist. He was always in contact with his readers from all classes of society. Dickens's experience gave him an overview of the social problems of the English society. He was interested in disputing the educational problems during his Victorian era. These problems are similar to our society ones. The most important educational problem in his society is concerned with "Utilitarian education" which was based on learning facts only. That was seen as better than fancy and imagination.

So, he wrote his novel Hard Times in order to present the negative effect of this ideology through introducing characters with appropriate names that emphasized traits to advance the work's major theme. These characters were like Mr. Gradgrind, the representative of utilitarian ideas, Mr. Boundary and Salary. These names gave his novel a metaphoric pattern. Dickens criticized the utilitarianism in his age in an implicit way through Hard Times which showed that education based on utility, would be false as students need facts, fancy and imagination to live a balanced life and form their experience to face the external world. No one can deny the importance of Fancy and imagination in students' life as they enable students to ask and think critically instead of memorizing only. They create a climate of curiosity and openness through students' participation in collective activities inside the classroom. They encourage students' creative thinking that means the ability to deduce, analyze and assess new ideas. I think our educational system doesn't encourage our students to imagine and fancy because our school curricula are still depending on rote learning. Although they are changed, they are based on memorizing only. Besides, the educational environment doesn't encourage students to be imaginative thinkers and this

relates to inappropriateness of teachers' role which focuses on rote teaching, the structured environment which doesn't encourage students to imagine and think creatively, and the school curriculum, regardless of its changing, it concentrates on memorization except for few activities which encourage students' imagination and creative thinking. Consequently, Dickens was right in discussing an important issue during his era and nowadays.

think Dickens succeeded in presenting essential educational ideas that can be practiced in our educational system. These ideas are summarized as the following:

- Children's minds are not jars to be filled with facts.
 - Children should be loved and respected by others.
 - Children should be encouraged to be creative.
 - Education should strengthen a sense of morality and community that would reinforce common humanity that individuals will share.
 - Curriculum should contain tasks that encourage Students to ask and argue with teachers to enrich their ability to a critical thinking.
 - Teachers should create a secure environment to let students feel safe to ask.
 - Encouraging children to be ambitious and confident in their abilities as members in the society.
 - Considering an educational system which takes students' needs and interests into consideration.
 - Incorporating students in classroom structure is very essential in the success of the learning process.
 - Avoiding corporal punishment for children as it has bad effects on their psychological state.

Chapter One

Charles Dickens and Hard Times

Introduction:

Hard Times (1854), Dickens's tenth novel, had received the most various response of all his fictions. As critics and readers had accused the novel of exaggeration in its criticism of industrialization and utilitarian preference for "Facts" over "Fancy" and "imagination" (Humphery390).

Others saw Dickens's description of "Fancy" presented by salary's Horse- Riding circus and his insistence on people amusement "people must be amused" (Hard times 48) an improper alternative to the "rational facts" as a result of industrializations.

F.R leavis supported the novel despite a hundred years of criticism as many critics saw the novel not successful as other Dickens's fictions.

because of its reductionistic criticism and his choice of character. On the contrary, Dickens tried to present central and minor characters and he intended to criticize social and educational institutions in a simple way. This was not followed by Dickens in other fictions due to complexity of plot and theme (Ibid391).

In Hard Times, Dickens didn't use the word "utilitarianism" he only presented the effects of this philosophical system. He assumed that the utilitarian theory had many aspects, but he concentrated on the educational aspect, In Hard Times which showed how utilitarianism preferred "facts" on feelings and imagination and how this ideology affected the inhumanities of the Victorian civilization. This philosophy was represented by Mr. Gradgrind who wanted to bring up his children on the principles of this philosophy. Dickens tried to dispute and tackle the affinities of this practical concept through his presentation of Mr. Gradgrind's school a sa. Model of the utilitarian spirit (Leavis 253).

Hard Times was the most familiar of Dickens's "state of nation" novels, because it was one of his shortest. It was subtitled for those times. It comprised a picture of the industrialized English Midlands, which affirmed the dehumanizing aspects of the Industrial Revolution. Hard Times was one of the less rich and rewarding of Dickens's novels, but was in many ways his most easy critique of the society he lived in (Macaulay 276).

The Popularity of Hard Times:

"Hard Times has received more... attention than any other social-problem novel" (Guy 122).

Such a situation reflected Dickens's general standing modern critics, but it needed to be seen in the light of two further considerations: that Hard Times was taken to be the least representative of Dickens's oeuvre on the one hand, and it was also judged as one of the most problematic or flawed of the social problem novels on the other (Idem).

In addition, in Hard Times Dickens explored in depth how the Industrial process of mechanization and its consequences affected the daily life, the behaviors and education system of the Victorians.(Damiani 1).

As the damaging effects of industrialization created a sense of isolation and inescapability, the industrialization of Cooktown was described by Dickens in the following words:

"It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; it was a town of unnatural red and black like the painted face of a savage" (Hard Times 27).

The above description of industrialized town had an effect on the individuals' lives and ways of thinking. Besides, it had an effect on their consequences of industrial work and the extent to which the industrial work pervaded life. For example, the tune of the machine was overwhelmed the tune of daily life. Gradgrind's house and its family were resembled like a piece of machine and his personal behaviors were controlled by his deadly statistical clock. Besides, the workers' routine was affected by the tune of the steam engine. The families who worked in factories and lived in similar streets, were called unnatural and this reflected the idea of contrast to nature. Then, there were differences of individuals' morality and this related to Gradgrind's view by contrasting values to calculations (Both 19- 25).

Hard Times sought to contain in one fiction different issues: the grinding ugliness of industrial development, the abstract theory of utilitarianism, and the anti-social force of the capitalist. These themes were characterized by different places and characters in the book itself: Coketown, Gradgrind, Harthouse, Bounderby and Slackbridge (Hobsbaum 174).

In addition, Dickens presented the theme of confrontation between fancy and facts. He stressed this struggle as to describe the outcome of a long-term exposure to a mechanical and rational world (Josipovic 15).

Dickens realized that people in England needed both fancy and facts by reading books, and by going to theatres and circuses. Hard Times was about the idea that there was more in life than facts to rely on. He considered facts as a symbol of something that was unchangeable in people's imagination and mind. Dickens declared in Hard Times that facts and fancy had to work together, so individual could succeed in life, and would become a healthy human being (Thoroddsen 3).

And this would be illustrated when Mr. Sleary said to his daughter Sissy: "People must be amused, they can't be always working, nor yet they can't be always a learning" (Hard Times 48).

In fact, the Sleary philosophy was Dickens's message to the Victorians in his age as they were interested only in learning facts and a practical education. Eliminating any thought built on fancy and imagination was considered as destructive nonsense by the Victorians and this would be illustrated when Mr. Gradgrind asked Jupe:

"Did you read to your Father?"

"About the fairies, sir." She sobbed out "Hush!" said Mr. Gradgrind, "Never breath a word of such destructive word" (Hard Times 56)

Moreover, educational institutions should be a good environment for stimulating children's imagination "which often functions as a stimulus in their social interactions, causing a "ripple of ideas" among other participants". On the contrary, the way of learning in the Victorian schools was different when Mr. Gradgrind said to Mr. M'Choakumchild: "the necessity of infinite grinding at the mill of knowledge, schedule, blue book, report, and tabular statements A to Z and Jupe must be kept to it" (Hard Times 65).

As Mr. Gradgrind was a practical man who wanted to apply this kind of mechanical art and mystery of educating the reason without stooping to the cultivation of the sentiments and feeling. He wanted to plant despair in students' minds instead of hope and high-spirit. This was criticized by Dickens. "Imagination is not only an individual cognitive process or a temporary effective impulse, but also a collective social process that can lead children into a new world of different voices, new visions, and other ways of expressing and exploring ideas". Therefore, imagination affects children's ways of learning, using, doing and thinking. On the other hand, it is important to assume the teacher-child social and power relationship in new ways that can build and strengthen children's active role in involving and engaging their imagination in the acquisition of academic learning. Therefore, teachers should create opportunities to use imagination to promote children's academic learning through children's daily classroom interactions (Keith et al 12).

Some critics accused Dickens of writing Hard Times as a moral fable. One of these critics was F.R. Leavis (1895-1978) who stated with Henry James (1843-1916) that Hard Times was considered and classed as a moral fable specially Dickens's intention might seem to be insistent enough in the opening of Hard Times, in that scene in Mr. Gradgrind's school "Teach these boys and girls nothing but facts... you can only form the minds of reasoning animals upon facts" (Hard Times 3).

The opening paragraph set the tone of the entire book. Facts were needed, and speaker Compared his students with animals to show that they were useless students. He insisted on planting, not only of facts but of the every way of life they represented the utilitarian, was the theme of Book I; thus was its title, "Sowing". "But, then intention was in some well-known places in Dickens's work and this had been generally thought of as a Dickensian characteristic notably insistent without its being taken up in any inclusive significance that informed and organized whole" (Leavis 252).

Next, Leavis decided the novel was a fable because of the absence of realism combined with simple moral oppositions and contradictions between (bad) Coketown that contained large streets all very like one another inhabited by people equally like one another. They were like machines which were working without spirit. This was a result of the Industrial Revolution that affected people attributes that sacred to facts and utilitarianism. And the (good) values of the circus people who represented the world of imagination and fancy, in contrast to Gradgrind and Bounderby who were the actors of the world of facts. The circus people were idealized beyond reality. "With such a view, Leavis considered the moral meaning he found in the novel was as a reason to label it a fable in the first place" (Guy 16).

In response to Leavis's statement, Daiches stated that Dickens knew the social problem around him, specially the ethics of the utilitarian industrialist and their impact on the human happiness. "Daiches mentioned that Hard Times seemed a simple fable especially in the names of characters (Gradgrind, Bounderby, M'Choakmurchid) that "sounded like a comic Bunyan, but the force of the novel came from its juxtaposition of apparent and real knowledge of the mechanical and the imaginative and the monuments of the supreme irony" (Daiches 1056).

Also, Frye. Considered Hard Times and described it as a Menippean satire as a novel presented abstract ideas and theories concerning utilitarianism and its effect on the individuals also a novel showed characters as mouthpieces of the ideas they called for (Clausson 170).

Hard Times and Utilitarian Education:

Charles Dickens became a prominent voice in British society, he advocated for changes and reforms which were seen in many of his essays, letters and fiction. He was in the age that Victorian Britain (1837-1901) underwent a large amount of changes related to the Industrial Revolution and the rise of industrial capitalism. These changes were as following: The increasing number of population, turned Great Britain from agricultural land to industrial land based on manufacturing international trade and financial institutions (Carter and Mcrae271-274).

The most important condition of changes in that age was mobility. The new railways helped in the mobility of goods that would lead to mobility of individuals, capital and labours. These new developments in industry had effect on forming new occupations and increasing the movement of individuals from class to another one among the different gradations of the exemplifying middle classes (Connell 3-4).

The individuals suffered from the injustice or inequality between social classes. The state instead of dealing with classes equally, it discriminated between them politically. So, the individuals turned into something more picture chaotic (Chesterton 173). In addition, the educational system was built on the ideology and theory of utilitarianism that was hated by Dickens (Allentuck4). Utilitarianism meant "the assumption that human beings act in a way that highlights their own self interest. It is based on factuality and leaves little room for imagination" (Utilitarianism Charles Dickens Hard Times school work helper. net).

Jeremy Bentham (1748-1832) was the first one who outlined this theory in his book An Introduction to the Principles of Morals and Legislation (1780). Bentham was born in London on February 1748. He was son and grandson of lawyers and was educated to follow them making money the practice of law. However, he soon revolted at the current condition of the low and so, instead of making money out of it, devoted the rest of his life to a study how it could be improved. He started to design a perfect penal code; then diverted to write a criticism of the leading current legal thinker, William Blackstone; then diverted again from the main body of this criticism to write a lengthy refutation of one of Blackstone's digressions (Harrison 2). According to Bentham's view the principle of utility "meant to approve or disapprove of every action whatsoever, according to the tendency which it appears to have to augment or diminish the happiness of the party whose interests are in question. In other words, to promote or to oppose that happiness". Due to Bentham, he talked about the principle of "the greatest happiness of the greatest number" or "the greatest felicity principle". Bentham considered that concept was better than "principle of utility" because it expressed the essence of the principle (Mathis 104-105).

For Bentham, "utilitarianism presupposed knowledge of how good or bad consequence could be organized. It required a theory about a suitable criterion for assigning something a "value" so that it could be designated as "good" or "bad". He considered human happiness as the highest value and the good was to the maximum satisfaction, or the minimum frustration, of needs" (Ibid 7).

Furthermore Bentham thought the government had to work to make its citizens happier or maximize the happiness of its people and that would lead to the happiness of the community. This was explicitly intended by Bentham as a necessary feature of his brand of utilitarianism (Harrison 4).

On the contrary, Dickens showed that the Victorian followed the opposite meaning of utilitarianism as Gradgrind considered pleasure to be either physical or political only. But, Bentham defined it in different ways; physical, political, moral, and religious (Allentuck 50).

Mr Gradgrind was convinced that facts only were wanted in life and lead to real pleasure. He was the promoter of the theory of facts. He wanted to apply his ideas in his school where the pupils are imbued with facts. His aim was to erase any possible seeds of imagination and fancy which involved doubts according to his view.(Damiani 3).

The opening paragraph of Hard Times would show Mr Gradgrind's ideas about facts when he addressed Mr.M'Choakumchild: "Now, what I want is facts. Teach these boys and girls nothing about facts" (Hard Times 3).

These were the novel's opening lines. Spoken by Mr. Gradgrind, they showed his rationalist philosophy. In claiming that "nothing else would ever be of service" to his pupils, Gradgrind revealed his belief that facts were important because they enabled individuals to further their own interests. Dickens described Gradgrind in this scene as a "square wall of a forehead", his mouth was "wide, thin and hard set", his voice "inflexible and dry", his hair "bristled on the skirts of his bold head", a plantation of first to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely ware houseroom for the hard facts stored inside. A square wall of a forehead, a lumpy head like the crust of a plum pie: these words gave us more than "hard facts". They were more than mere descriptors" (Allsup139). I think Dickens tried to use metaphor here to reconcile between the character and its belief as this description is appropriate to hard facts.

I agree with Dickens's metaphor as a literary device that is used to attract the reader's attention to learn and know new things. Dickens uses metaphor here to describe his character's physical appearance that is appropriate to his thoughts as Mr. Gradgrind believes in factual things, rational ideas and facts and Dickens uses metaphor here to show the important role of the character and to express his thought artistically through his speech and action according to Thoroddsen, "Gradgrind was a utilitarian theorist and his philosophy as such was that human nature could be governed by rules only. He thought that utilitarianism was a method to govern society and individuals had to follow facts and logic, not intuition or feelings" (Thoroddsen 5).

Therefore, Mr Gradgrind imposed his students and children to the principle of hard facts, thinking that he provided them with the most enlightened form of Education (Churchill 136).

Next, Mr Gradgrind intended to treat students in his school in not a human way as he addressed them by numbers. When he said who was pupil number twenty? to define a horse factually. But, she failed to define it due to his utilitarian view. He asked Bitzer to define it, he said: "Quadruped. Graminivorous. Forty teeth, namely grinders, four eye-teeth, and twelve incisive" (Hard Times 7).

Because all the emphasis was on factual matters in the school's curriculum, Bitzer's definition of a horse was formalized to the point of being meaningless. But, according to Gradgrind this was the correct answer because this showed Gradgrind succeeded in his teaching what Facts actually were and Bitzer followed the right way of his educational system. In fact, It seemed how teachers and education system were depriving the children from imagination and feeling as Bitzer didn't mention the importance of horses as living creatures to people in their daily lives(Gupta 3).

From my point of view, I think the educational system in Britain is similar to our Egyptian educational system which has been affected by the British occupation in (1882). The occupation tried to spread the western culture and educational approaches inside the Egyptian schools. These approaches were built on memorizing only without reason and considering students as worthless objects and empty vessels. In addition, the Egyptian educational system aimed to prepare the child scientifically only, despite the fact "that education aims to prepare the child" scientifically, culturally and spiritually, as well as develop personality, talents, mental and physical abilities to their fullest potential, with a view to produce a human being... values and practical studies" [A Rreview (2013): Strategic plan for pre. University education 43, www.unesco.org].

In addition, this was not achieved till now because the Egyptian system ignores the truth that the progress of a society depends on better education of its individuals resulting in creativity and critical thought. This scene demonstrated that Gradgrind succeeded in teaching students what facts actually were. Bitzer was a real representative of Gradgrind's educational system and his physical characterization might be seen as a mirror of "inhuman spirit". He had cold, light-eyed and fair-haired, having had the sun. His skin was unwholesomely deficient. But, Sissy had so dark-eyed and dark haired.(Damiani 5).

I think Dickens obviously intended to describe Bitzer like that as a symbol of the opposite force to Sissy. His description and behavior showed this. Sissy was described as dark-eyed and haired while Bitzer as cold, light-eyed and fair-haired. Description of Bitzer reflected the impact of Gradgrind's utilitarian thought upon him. He was a perfect product of the Gradgrind system which called for mechanical education and utilitarianism only. Consequently, Bitzer succeeded in defining the horse as Mr. Gradgrind wanted whereas, Sissy failed to define it according to Mr. Gradgrind's utilitarian view. As a result, Bitzer's physical appearance was appropriate for his thought. Pittock argued that Gradgrind's philosophic materialism was seen as the expression of an improper view of human nature as it focused on the rational and the useful on the account of the emotional and imaginative, and on the (self interest) instead of sympathy and love. Gradgrind had in fact no awareness of their existence and integration (Pittock 115).

In fact, the natural eradication was in this part best proof instead of describing the horse as one of the animals it was described as an object. So, Dickens criticized of such an educational system which turned children into prisoners of their scientific definitions (Josipovic 18).

He categorized Bitzer as the conformist student affected by the strict methods this kind of student wanted to develop, obedient to rules, rarely asking he was not trained to think, wonder or to be creative (Tassone 79).

Dickens didn't support the education of the utilitarian philosophy of rational facts in England. His purpose was to present the negative effect of the system, as he knew that facts, and fancy had to be integrated. He observed that Victorian education lead to the following results: the pupils were taught under a strict stress, and the children were not allowed to imagine or to think critically (Thoroddsen 6-7).

In addition, Dickens thought that Mr M'choakumchild was utilitarianism's representative in the following Quotation:" when from thy boiling store, thou shalt each jar brim full by- and-by, ...always kill outright the robbet fancy " (Hard Times 11).

Dickens criticized Victorian education by presenting a real picture of Mr M'choakumchild, the teacher of Gradgrind's school who was satisfied with the theory of utilitarianism and taught students according to this. Dickens chose his name to reflect his character and actions as he was always driving the children to death by his teaching (Idem).

He also presented and described schoolrooms that were like "a "Vault" as a place of storage. Hard Times portrayed the student as an object and the schoolrooms as a place where the "Vessels" were stored. This was regarded as utilitarian education feature which prevailed during that time, and Dickens criticized it severly" (Neves 17).

Consequently, his educational ideas were summarized as the following:

- Education had to strengthen a sense of morality and community that would reinforce common humanity that individuals would share.
- The valuable education system had to give an interest in educating lower class students to decrease their suffering and provide them with the ability to advance.
- The Education had to improve and develop society for both present and future generations (Eaton 3).

In my point of view. I agree with Adair who stated that the real object of Education is to "take you to the condition of continuously asking questions and argumenting". This object will be achieved in my opinion through the following steps:

- Curriculum should contain certain tasks that encourage students to ask and argue with teachers in order to enrich their ability to a critical thinking.
- Teachers should give up their role as prompters to give students opportunities to talk.
- Teachers should let students know that asking doesn't mean their failure or weakness in their character but means a sign of maturity and strength.
- Teachers should follow metacognitive teaching that encourages students' metacognitive thinking and their participation in teaching process.

Abstract in English

The Victorian age was considered for Great Britain and Europe an age of immense power. It was emerged after the age of Renaissance. Victoria's reign was of monumental duration (1837-1901). The new queen began to set standard of sobriety and respectability which were characterized much of her reign. Historians decided that the Victorian age was an age of the Industrial Revolution which resulted in changes inside the British society especially in the field of education. The church lost its authority on learning of the working- class's children, schools were independent from the government's control, education was limited to the children of higher and middle class in order to assume a leadership position and there was a kind of deprivation of educational rights for the children of the lower- class. During the Victorian era the education system was characterized by the

utilitarianism which focused on learning scientific facts of the school subjects and depending on memorizing without giving an interest in critical thinking and applying the principles of imagination and creativity. Most of the Victorian's writers and novelists criticized this principle through their novels which showed bad effects of this educational system and they called for a balanced principle between intellectual skills, emotional skills and imagination and creativity of students' spirit. Consequently, this thesis argues that the Industrial Revolution affects the education system during the Victorian era and the Victorian writers try to face effects of this Revolution and to find their important educational contents in their works to benefit from them to enrich the educational reform in Egypt.

The research problem could be stated in the following question:

What were the educational contents of Charles Dickens?

Research Objective:

The main objective of the current research is to realize educational contents in Dickens's Hard Times.

Research Significance:

The significance of the current research could be summarized in the following ideas:

- The current research shows efforts of important Victorian writer.
- The current research is important in tackling vital issue, the educational contents in Dickens's novel.

The current research presents a model of Montessori's educational system to benefit from it to enrich the educational system in Egypt.

Research Methodology and Samples:

In respect of the nature of the topic and its objective, the current research implements the descriptive approach through analyzing Dickens's novel to realize the educational contents in it to benefit from them in the Egyptian educational system. The research sample concentrates on analyzing Hard Times.

Research Term:

Educational contents: they are defined as all educational ideas, standards, values and practices which happen through the educational process of generation's upbringing in order to achieve desirable educational objectives.

Research Procedures:

In light of research objective and the adopted methodology the current research followed the subsequent procedures:

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- The researcher reviewed related literature and English academic writings which related to the research samples Hard Times to write the first and the second chapters of the research.
 - In conclusion the researcher designed a suggested proposal to develop the educational system in Egypt.

Research Recommendations:

The current research presents some recommendations in the following:

- Reducing the gap between the educational plans and the reality of achieving these plans.
- Increasing the financial resources to provide schools in rural areas with means of infrastructures.
- Taking students' needs and demands into consideration.
- Enhancing teachers' skills for better learning outcomes.
- Giving an interest to the preschool stage as it is a keystone to form children's character.
- Giving an interest to strengthen values of affiliation and love from children to their home since childhood.
- Giving an interest to applying all means of technology whether in urban or rural schools like the developed countries.
- Increasing funds for projects of teachers' professional development.
- Following the evaluation of teachers' performance through objective methods of exams for promotion

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