CHAPTER TWO

PERSONALITY

A thorough understanding of the theory of personality is quite essential for determining the forces of nature Vs nurture in personality development.

"Personlity" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations and behaviours in various situations. The word "personality" originates from the Latin persona, which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality may also refer to the patterns of thoughts, feelings and behaviours consistently exhibited by an individual over time that strongly influence our expectations, self perceptions, values and attitudes, and predicts our reactions to people, problems and stress.

A human-being's personality is a product of his/her genetic endowment and cultural environment. As Cole and Bruce described, "from the moment of conception it grows 'whole', having within itself the possibilities of developing into a dynamic, active, walking, talking,

thinking, feeling human being, provided that the environment furnishes the raw materials and the appropriate conditions of stimulation."

The study of Dickens characters plunges us further into the debate of genetic versus environmental influences on the personality of growing children.

According to Allport (1924), "Personality is the individual's characteristic reactions to social stimuli and the quality of his adaptation to the social features of his environment". According to Guthrie, "Personality is defined as those habits and habit systems of social importance that arc stable and resistant to change."

In the words of Allport G.W. (1937) "Personality is the dynamic organization within the individual of those psycho-physical system that determine his unique adjustment to his environment."

Allport's definition has the following main characteristics that gives us a very elaborative and meaningful understanding of personality —

(1)   His definition considers person as dynamic organization. Change is observed in all objects and persons in the world, so we can say that world is changeable. Personality is also effected by this characteristic of change. The personality of any person is not stable. Due to interaction with environment changes take place.

(2) The other characteristic of this definition is that, the personality is considered as psychophysical system. This considers both physical and psychological qualities.

(3) Personality is considered as a determinant in this definition. Personality effects the responses of the person.

(4) Personality makes the adjustment of person in a unique way with his environment. It is seen that all persons do not have similar adjustment with the different situations in environment. With different situations of the environment persons adjustment is in different ways according to their personality.

According to Munn, M.N. (1953), "Personality may be defined as the most characteristic integration of an individual's structures, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes.

According to Eysneck (1970), "Personality is the relatively stable organization of a person's motivational dispositions arising from the interaction between biological drives and social and physical environment."

> "Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self determination." *Carl Gustav Jung, 1934* in *Schultz, D. & Schultz, S.E.* (1994:13).

"Personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behaviour, thoughts and feelings", Carver & Scheier (2000 : 5).

Personality is what makes a person a unique person, and it is recognizable soon after birth. A Child's personality has several components: temperament, environment and character. Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn controls behaviour.

A second component of personality comes from adaptive patterns related to a child's specific environment. Most psychologists agree that these two factors temperament and environment-influence the development of a person's personality the most. Temperament, with its dependence on genetic factors, is sometimes referred to as "nature" while the environment factors are called "nurture".

Personality development is the development of the organized patterns of behaviours and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character and environment.

Personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

The key factors of personality thus are thoughts, feelings and behaviours. When we take into consideration the child characters of Dickens, their personality traits are mostly genetically inherited. Oliver and David Copperfield reveal the utmost resistance to the bad influences of the environmental forces of the society. The outside forces, intimidations, torture, punishment, corporal punishment, humiliation and scoldings fail to change the inherent goodness of these characters. The following fundamental characteristics of personality are also applicable in these characters.

The characters are consistant because, there is generally a recognizable order and regularity in their behaviours. Especially, they act in the same ways or similar ways in a variety of situations.

Though personality is a psychological construct, research suggests that it is also influenced by biological processes and needs. Being born to good parents makes the children to remain good.

Dickens also believes with the psychologists that personality impacts behaviours and actions. It does not just influence how we move

and respond in our environment, it also causes us to act in certain ways. His characters have multiple expressions. This theory shows that personality is displayed in more than mere behaviour. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

There are various theories about how personality develops. Different schools of thoughts in psychology influence many of these theories. Some of these major perspectives on personality include:

Type Theories : These theories suggested that there are a limited number of "personality types" which are related to biological influence.

Trait Theories : These viewed personality as the result of internal characteristics that are genetically based.

Psychodynamic theories of personality are heavily influenced by the work of Sigmund Freud and emphasize the influence of the unconscious on personality. Psychodynamic theories include Sigmund Freud's psychosexual stage theory and Erik Erikson's stages of psychosocial development.

Behavioural theories suggest that personality is a result of interaction between the individual and the environment. Behavioural theorists study observable and measurable behaviours, rejecting

theories that take internal thoughts and feelings, into account. Behavioural theorists include B.F. Skinner and John B. Watson.

Humanist theories emphasize the importance of free will and individual experience in the development of personality. Humanist theorists include Carl Rogers and Abraham Maslow.

Finally, the third component of personality is character the set of emotional, cognitive and behavioral patterns learned from experience that determines how a person thinks, feels and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. Character is also dependent on a person's moral development. It becomes quite interesting to apply these on the child characters of Dickens.

There are internal emotional factors which contribute to the Personality Development.

In 1956, psychiatrist Erik Erikson provided an insightful description as to how personality develops based on his extensive experience in psychotherapy with children and adolescents from low, upper and middle class backgrounds. According to Erikson, the socialization process of an individual consists of eight phases, each one accompanied by a "psycho-social crisis" that must be solved if the person is to manage the next and subsequent phases satisfactorily. The stages

significantly influence personality development, with five of them occurring during infancy, childhood, and adolescence.

Infancy includes the first two years of life, an infant goes through the first stage: Learning Basic Trust or Mistrust (Hope). Well nurtured and loved, the infant develops trust and security and a basic optimism. Badly handled, the infant becomes insecure and learns "basic mistrust".

Toddlerhood is the the second stage that occurs during early childhood, between about 18 months to two years and three to four years of age. It deals with learning Autonomy or Shame (will). Well-parented the child emerges from this stage with self-confidence, elated with his or her newly found control.

Preschool is the third stage that occurs during the "play age" or the later preschool years from about three to entry into formal school. The developing child goes through learning Initiative or Guilt (purpose). The child learns to use imagination; to broaden skills through active play and fantasy; to cooperate with others; and to lead as well as to follow. If unsuccessful, the child becomes fearful, is unable to join groups, and harbors guilty feeling. The child depends excessively on adults and is restricted both in the development of play skills and in imagination.

School Age is the fourth stage, and Learning Industry or Inferiority (Competence), occurs during school age, up to and possibly including

junior high school. The child learns to master more formal Skills such as relating with peers according to rules progressing from free play to play that is structured by rules and requires team work and learning basic intellectual skills, (reading, arithmetic).

At this stage, the need for self-discipline increases every year. The child who, because of his or her successful passage through earlier stages, is trusting, autonomous, and full of initiative, will quickly learn to be industrious. However, the mistrusting child will doubt the future and will feel inferior.

Adolescence is the fifth stage, learning Identity or Identity diffusion, occurs during adolescence from age 13 or 14. Maturity starts developing during this time, the young person acquires self-certainty as opposed to self-doubt and experiments with different constructive roles rather than adopting a negative identity, such as delinquency. The well adjusted adolescent actually looks forward to achievements

Dickens deals with all these stages of a child. We so find more of school age and adolescence than the rest of the three stages. This is more interesting to note because it is the last two stages which demand a conscious selection of good or bad. It is the time of outside forces of environment that severely interact with the inherent genetic characteristics.

All children have certain essential emotional needs. These must be met if proper psychological development of a child has to take place. These needs are inherent to all human beings and are as important for positive personality development, as nutrition is for healthy physical growth.

Dickens shows not just the behavior of the children but also how some crucial needs for personality development make or break a character. These crucial needs are ofcourse not related to genetic factors.

The most important factor is the need for security remains with all of us, throughout our lives. Children are more vulnerable for developing insecurity because they are not yet familiar with the depravity of world. Feelings of insecurity can arise from interactions within the home or outside. Lack of parental interaction and stimulation variably leads to development of feelings of insecurity in the child. Insecurity can also arise if the child has to cope with a domineering and demoralizing peer group. Pervasive and Chronic feelings of insecurity typically lead to fearfulness, apprehension and failure to participate fully in one's world.

The next important factor is adequacy and competence which are closely related and are the hallmarks of a child who feels secure. Every child needs to feel capable of dealing with day to day challenges. Parents have to be sagacious in encouraging their children to face new

challenges. This is especially important because initial setbacks can set back a child by quite a few steps.

Love and sense of belonging is yet another crucial need. A baby is born with a need to be loved and never outgrows it. To love and to be loved, is the essence of all human life. A sense of belonging is crucial to healthy personality development and successful adjustments in life. Love and warmth imparted by the parents to their child, remain the most important determinant for developing an assured outlook towards life. Such children arc also adept at tackling problems and finding solutions. It has been rightly said: one who is loved cannot be poor. A child who feels loved can neither lack in confidence, nor in performance. Feelings of affection and acceptance act as cushions against disappointment and as shields against antagonism.

Approval of accomplishments is a need which is equally important and must be fulfilled for further achievement. Appreciation for building a tower of three cubes encourages the child to add the fourth and fifth cube. Praise for good manners, writing neatly, keeping the room clean, acts as a positive reinforcement and leads to establishment of desired behaviour.

A child requires both: approval of the parents as well as of the society. This fulfills the need to feel good about oneself and worthy of the respect of others.

To develop one's identity with the gradual passage of time is also very important for the child. Once the child has a positive self-image and feelings of worthiness, the search for self identity becomes easy. Initially parents serve as an alter ego of the child, but later the need to identify with peer groups and young adults is felt. As the child enters into adolescence, there is an overwhelming dependence on the values and standards of prominent peer-group members. The child tries to become an integral part of the group and derives important learning experience from it. Finding an important role in the group through active participation helps the child to develop confidence and leadership qualities.

Inculcation and adoption of values are also very important for the child's healthy personality development. A valueless child develops into a clueless adult. Values as approved and accepted by the society must be instilled and reinforced repeatedly by the parents. The way to raise a morally correct child is to be a moral person yourself. A satisfactory value pattern leads to development of competencies, positive self image and a confident personality.

Great Expectations of Charles Dickens deals with all the things that life is about: how relatives can be loving, or abusive, how people can choose their own families, how a woman might be driven to destroy her child, or give her child away, how people may be corrupt, may be

redeemed, how your upbringing defines your character and how you may rise above or embrace that definition.

The character of Estella from Charles Dickens novel *Great Expectations* is a sociopath. Estella has no conscience, or any true emotional attachment to another human being. Dickens indeed adds fuel to the 'nature versus nurture' debate on sociopaths, as Estella's sociopathy is apparently taught to her by Miss Havisham. Estella is taught not to love by Miss Havisham and thus never learns to open up to people or to show affection. Estella is often isolated and does not recognize her wasted, lonely life until the end of the story when she sees that she had Pip's love available to her all along. She is an honest character who does as she is trained and underneath her unemotional surface, she has a great deal of emotion and fury which she rarely demonstrates toward others.

Magwitch, another, character in the story is unable to control his life, for he was orphaned and forced to live on the streets, because of this, Magwitch is inevitably led to his own isolation. Though he had a corrupt childhood, he lived a just life as a man. Magwitch is a character guilty by crime but innocent by character.

Another character of the story Mrs. Joe Gargery is both verbally and physically abusive to the two men closest to her: Joe and Pip. She is also self-important and lonely. She deals with this loneliness by means

of conflict and is always ready to argue. Mrs. Joe fears abandonment like that which she faced at such a young age and so her main focus is security and survival. Mrs. Joe cannot stand when power is taken away from her and because of this, she refuses to let her husband better himself in fear that he may too, abandon her.

Since our debate is about nature and nurture we have to analyse the external factors related to the development.

Renowned psychologist Carl Rogers emphasized how childhood experiences affect personality development. Many psychologists believe that there are certain critical periods in personality development-periods when the child will be more sensitive to certain environmental factors. Most experts believe that a child's experiences in the family are important for his or her personality development, although not exactly as described by Erikson's stages, but in good agreement with the importance of how a child's needs should to be met in the family environment.

Another environmental factor of importance is culture. Researchers comparing cultural groups for specific personality types have found some important differences. For example, northern European countries and the United States have individualistic cultures that put more emphasis on individual needs and accomplishments. In contrast, Asian, African, Central American, and South American countries are characterized

more by community-centred cultures that focus on belonging to a larger group, such as a family or nation. In these cultures, cooperation is considered a more important value than competitiveness, which will necessarily affect personality development.

Child development, physical, intellectual, social and emotional changes that occur from birth to adolescence. Although people change throughout their lives, developmental changes are especially dramatic in childhood. During this period, a dependent vulnerable newborn grows into a capable young person who has mastered language, is self-aware, can think and reason with sophistication, has a distinctive personality, and socializes effortlessly with others. Many abilities and characteristics developed in childhood lost a lifetime.

A variety of factors influence child development. Heredity guides every aspect of physical, cognitive, social, emotional and personality development. Family members, peer groups, the school environment, and the community influence how children think socialize, and become self-aware. Biological factors such as nutrition, medical care and environmental hazards in the air and water affect the growth of body and mind. Economic and political institutions, the media and cultural values all guide how children live their lives. Critical life events such as a family crisis or a national emergency can also alter the growth of personality and identity. Most important of all, children contribute

significantly to their own development. This occurs as they strive to understand their experiences, respond in individual ways to the people around them and choose activities, friends and interest. Thus the factors that guide development arise from both outside and within the person.

It is interesting to note that the novels of Dickens belonging to the Victorian period easily lend themselves for the application of psychoanalytic theories of a later period. In the 1970s and 1980 American psychologist Urie Bronfenbrenner sought to describe child's personality development in terms of ecological and cultural forces. In his model, environmental influences on the child extend well beyond the family and peer group, and include schools and other community agencies, social institutions such as media, political and economic conditions, and national customs. Other developmental scientists have studied how cultural values guide the skills and attitude that children acquire as they mature.

There are four primary theories of child development : psychoanalytic, learning, cognitive and socio-cultural. Each offers insights into the forces guiding childhood growth.

Psychoanalytic theories, developed by Austrian physician Sigmund Freud at the end of the 19th century, share an emphasis on personality development and early childhood experiences. In the psychoanalytic view, early experiences shape one's personality for an entire lifetime, and

psychological problems in adulthood may have their origins in difficult traumatic childhood experiences.

An American psychoanalyst, Erik Erikson, proposed a related series of psychosocial stages of personality growth that more strongly emphasize social influences within the family. Erikson's theory emphasizes the interaction of internal psychological growth and the support of the social world.

There are learning theories which emphasize the role of environmental influence in shaping the way a person develops. In their view, child development is guided by both deliberate and unintended learning experiences in the home, peer group, school and community. Therefore child growth is significantly shaped by the efforts of parents, teachers, and others to socialize children in desirable ways.

Further we have cognitive theories which helps in understanding how children think is critical in understanding their development because children's perceptions of life events often determine how these events affect them. Cognitive theorists focus on the development of thinking and reasoning as the key to understanding childhood growth.

According to Jean Piaget children progress through four distinct stages of cognitive development by applying their current thinking processes to new experiences, gradually they modify these processes to

better accommodate reality. This occurs not through direct instruction, but rather through the child's own mental activity and internal motivation to understand.

To socio-cultural theorists, child's growth is deeply guided by the values, goals and expectations of their culture. Thus developmental abilities may differ for children in different societies and development cannot be separated from its cultural context.

Dickens' children are actively involved in confronting all the forces of social, the forces of learning, cognition and the psychological forces of early childhood experiences.

The purpose of my research is to know which are most dominant forces in the formation and development of personality. My study leads me to believe that these are heredity factors rather than environmental factors which play a significant role in determining child's personality. It is debatable as to which of these factors have a greater influence on the structure of personality.

The probable consensus is that heredity and environment jointly effect personality development. The full potential of a person may or may not be achieved due to environmental constraints and requirement, but the potential for development both physically and psychologically is determined by the complex set of genes. To make my research more

scientific I have tried to categorize the forces are external (environment or nurture) and internal (heredity or nature). Some external forces are environmental here.

One of the environmental influences on personality is that of culture within which a person has been brought up. Individuals born into a particular culture are exposed to existing beliefs, values and norms of that culture concerning an acceptable form of behaviour.

There are extreme differences among individual behavior within a culture and these differences are based upon socio-economic class, age, education, professions and geographic regions. But, Dickens shows that even the deprivation of one's natural home, and exposure to corrupt cultural values cannot change the 'nature' of a good child.

Family plays an important part in the early personality development. The nature of such influences depends upon the socio-economic level of the family. Family size, birth order, race, religion, parent's educational level, geographic location and so on. Most child characters undertaken in the novels under study are those who are deprived of a family.

Dickens thus gives long and detailed portrayal of orphanages and parish houses where orphaned and disowned children grow.

Social influences relate to person's interaction with other people throughout his/her life, starting with playmates during childhood. In addition to family members, factors as friends, peer at work, associates, groups, to which an individual belongs, all signifies a person's behavior. The normal children of wealthy parents enjoy a social status. Dickens gives us the picture of poor or illegitimate children whose society consists of greedy, corrupt or criminal minded elders bent upon starving, punishing and further aggravating the agony of the deprived children.

It is often said that "life is nothing but a collection of experiences". Each individual's life is unique, in terms of events and experiences that he goes through. These events and experiences can serve as important determinants of personality. Some traumatic experiences can sometimes change the structure of the entire personality. Sometimes, certain events, incidents reveal the personality of a person that was so far hidden. Pip's nightmare and bad dreams are the result of trauma.

Charles Dickens understood the influence that educational experiences can have on students. Many of his novels contain criticism of the problems that he believed existed in the educational system of his day. In the novel *Hard Times*, Dickens paints a vivid picture of how a group of student's experiences in a classroom run by utilitarian education methods dramatically affects the type of people they become later in life. In the book, three of the students grow up to make terrible

choices in important decisions, resulting in broken lives and tragedy while many of the problems with the educational system discussed in Dickens novels no longer exist today, the message of *Hard Times* remains relevant. Students' experiences in the classroom often have a dramatic influence upon the course that their lives will take even after the final class has been dismissed. While many of his novels contain detailed descriptions of academic life, few others portray the consequences of a faulty education as strikingly as *Hard Times*.

In the novel, *Hard Times* Mr. Thomas Gradgrind is a firm believer of the view that facts of life must be taught to the children from their birth, as facts alone are the principles to live ones life by and facts alone will lead you forward in society. One very good example of this is Louisa, Mr. Gradgrind's favourite daughter. She is the character who seems to be the living proof of the success of this factual system.

The one scene which stands out most clearly as a representation of this system's firm ideology is the scene when Mr. Gradgrind introduces his daughter to the marriage proposal from Mr. Bounderby. This scene exposes this ideology right to the skin as far as compassion and love goes. For example, the following part of their dialogue appears very harsh (Louisa has just asked her father if Mr. Bounderby asks her to love him, and Mr. Gradgrind says that expression is perhaps a little misplaced.

"What would you advise me to use in its stead, father?

... "I would advise you (since you ask me) to consider this question, as you have been accustomed to consider every other question, simply as one of tangible fact."

And then he gives her a long impersonal speech consisting of a number of facts about different marriage statistics, and Louisa tries again.

"What do you recommend, father ... that 1 should substitute for the term I used just now? For the misplaced expression?"

"Louisa ... it appears to me that nothing can be plainer confining yourself rigidly to fact, the question of fact you state to yourself is: Does Mr. Bounderby ask me to marry him? Yes, he does. The sole remaining question then is: Shall I marry him? I think nothing can be plainer than that".

Thus, love is not the major issue in a marriage. Only the facts are important in every situation. The decision of sharing one's life with someone for the rest of one's life should be no different than any other decision to be taken in the course of one's life.

Louisa is a character in the novel who is touched by both 'Worlds' — the world of facts and the world of fancy. But surely the world of facts is the most dominant to her. She does break "free" from it, but obviously not entirely. One reason for claiming this is the fact that she was a grown

woman before she was able to stand upto it —therefore it may have been too late for her to leave everything ever taught to her completely behind. Another reason is at the end of the novel, where one is led to believe that she was left to a destiny of not knowing about the future. She could only still see facts that were presented to her very eyes, but could not see things for herself in future. Things were just to be. She could see things happening to other people around her, but for herself she could not imagine anything good happening.

Mr. Gradgrind is a very interesting character to study. In the beginning he presents the very image of utilitarianism and most convincingly too. In the way that he brings up his children, in his way of taking over Sissy Jupe's 'education' through the marriage proposal-talk with Louisa etc. These examples all show a man dedicated to the world of facts. But something happens to his devotion to that world. When Louisa comes to him crying and in a miserable state, something changes in this, 'hard man', something softens up his heart and he becomes a different and more compassionate man, and more important, a little more caring father.

Sissy Jupe is one of the few who never completely becomes a victim to this cold, factual world. Although she spends a large amount of her life in Gradgrind home, she never loses the qualities taught to her from her own "people" from her own social background. This innocent young

girl, who was mocked by the teacher and presented as the "dumb" girl in the beginning of the story slowly turns out to be the most central character in the whole novel. And more important she becomes the person with the "surviving" or "winning" ideology. Sissy, functions as a sort of mediator between the two worlds- the worlds of facts (or utilitarian liberalism) and the world of "plain" liberalism, where feelings are the main concern, or serve as the basis of one's actions.

Sissy, is an outsider from this system, but still she has been acquainted with it for many years and is living under its roof. She has no choice but to accept the circumstances that put her into the Gradgrind home. She still has all the pure qualities in her, but there has been put a sort of a lid on them, she cannot express her true feelings under those circumstances, not openly atleast. Although she does influence people anyway, quietly and unknowingly at first. After all the 'troubles' in the family she steps out more openly and full-hearted.

Charles Dickens was very much against the system of individualism and egoism. And not least, he was against the lack of imagination that this ideology stood for. Imagination is a natural part of the growth of each individual and without it the personality is left 'naked', one merely becomes a product of the society one lives in, without any personal distinctiveness.

Dickens wished the focus on facts and statistics in the education of children to be removed, and a focus on developing the children's imagination to be practiced instead. Reading of literature, fairy tales, and the development of aesthetic values overall were considered important factors to him.

Louisa who was portrayed as the perfect daughter and perfect result of the utilitarian beliefs, turns out to curse this ideology altogether. From the discussion about the end of the story and what it meant in regard to Louisa, she, intends to represent the system gone wrong. We get to hear of a longing and sad young woman, unable to realize any other potentials. She represents what Dickens believes to be wrong about the system — the lack of imagination, real childhood, compassion, understanding, etc. Sissy and Steven are there as the opposite poles, the world that Louisa wants to join, but cannot, because she has been "spoiled", her personality has not been given free hands to grow. And being in between is almost as bad as being part of the former ideology. She never becomes whole, never gets back what has been lost.

In the classrooms run by Gradgrind, there is no room for imagination, fun or anything else that helps make education an enjoyable and meaningful experience — Gradgrind's school is similar to a factory impersonally pumping out students crammed full of facts, void

of imagination or laughter to add personality or life to the learning process (*Foster* 2003).

By portraying the turmoil of Louisa's life, the heartlessness of Bitzer and Tom, and the laws of Sissy, Dickens paints for the reader a vivid picture of the power-an educational experience can have upon the lives of the students under its influence. Louisa Gradgrind suffers the most from her 'facts only' education. From early in the novel, when she and her brother Tom are caught peeping into circus tent, one can see that she is discontented with her life. She describes herself as being "tired" of something that she is unable to express. Later, Louisa laments that she is unable to amuse Tom the way others could, for she does not "know what other girls know." Due to her lack of familiarity with emotions and her inability to approach her facts oriented father, Louisa eventually feels forced to marry Mr. Bounderby. Although she suppresses the desire of her heart in her marriage to Bounderby. She is unable to maintain control when another man tries to steal her affections. She is forced to fly to her father's house for refuge, and she implores of him, "All that I know is, your philosophy and your teaching will not save me. Now father, you have brought me to this. Save me by some other means!" (*Dickens*, 1999, p. 291). After her speech, she falls in a faint, broken and nearly ruined due to the ignorance of her heart that her facts oriented education never remedied.

While Tom Gradgrind and Bitzer do not feel the emotional starvation that Louisa experiences, they are harmed in other ways by their education. Both become selfish individuals, believing that material gain is the only important goal in life. This attitude causes Tom to convince Louisa to marry Bounderby simply to help him secure a good job. The same attitude causes him to frame Stephen Blackpool in a bank robbery (*Dickens*, 1999). He has no regard for the harm that his actions will cause to others; all that matters to him is his own success.

Bitzer's heart becomes hardened in a similar manner. At the end of the novel, Mr. Gradgrind decides to send Tom away to avoid disgracing the family name. However, Bitzer intervenes and threatens to take Tom back to jail. Mr. Gradgrind's pleas have no effect upon him. He ironically answer each plea with one of the attitudes he has been taught in Gradgrind's school. When Gradgrind asks him, if his heart is "accessible … to any compassionate influence" he answers "It is accessible to Reason, Sir … and to nothing else" (*Dickens* 1999, p. 382). The school void of emotional and social education had created a man lacking compassion and love.

Sissy is the only pupil from Gradgrind's School that is unharmed by her education. She grows up to be a compassionate, loving, comforting woman. However, her positive qualities are not a result of her educational experience at Gradgrind's school. Her father and fellow

circus members provide an emotional education before she moves to Coketown. Despite Gradgrind's best attempts, Sissy is unable to learn enough facts to satisfy him (*Dickens*, 1999). However, Sissy provides the emotional aspect of life that is missing in everyone else in the Gradgrind household. In the end, "he fails to educate her head, but she succeeds in educating his heart" (*Butt & Tillotson* 1958, p. 209).

By showing the difficulties that were produced by a utilitarian education, Dickens showed that one cannot educate children only in academics and expect to produce well rounded individuals; students also need to be encouraged to grow socially, emotionally, and spiritually.

Dickens has indeed successfully portrayed a truth that has been shown through scientific studies and the testimony of students, a classroom's teacher and environment can play a large role in shaping student's future research and academic success. For many years, scientists have tried to discover what determines student's academic success. Researchers have discovered that a number of factors may have an impact, including perceived ability (*Anderman, Anderman & Griesinger* 1999), family background (Parental Conflict can Affect School Performance 2005), and genetics (*Berk* 2004) Studies have also begun to show that many aspects of the classroom setting, such as class size, (*Finn, Gerber & Boyd-Zaharias* 2005), peer relationships (*Flok, Repetti*

& Ullman 2005), and teaching methods (*Berk* 2004) can have an impact upon students.

In *Great Expectations* like Joe and Pip, Estella's name is a reflection on her character Estella, like a star (Stellar) is cold and distant. After all, she has been reared from the tender age of three to conduct herself without emotion. Her bewitching beauty captures Pip's heart and as a young boy, he is infatuated by her. Somehow, despite her cruelty to Pip, she becomes the star of his expectations. Critics have often dismissed Estella as a two-dimensional character without the tug of emotions. Quite to the contrary Estella is a successful product of Miss Hayisham's upbringing in that she truly does what the old lady raised her to do, but she seems to struggle with it. Miss Havisham says, of Estella "... with my praises, and with my jewels and with my teachings, and with this figure of myself always before her : I stole her heart away and put ice in its place." She draws men as a candle attracts moths, but being without a heart, she treats them as Compeyson treated Miss Havisham.

Despite this fact, Estella seems to warn Pip repeatedly as if she does not want to hurt him. It seems fair to say that beneath that heart of ice is a simple girl who is honest enough to try and explain to others her lack of feeling. Ironically, even Miss Havisham, who has made her the way she is, finds her coldness and lack of love unbearable.

In the end, Estella is redeemed by this hidden goodness. She becomes Drummle's victim, and then overcomes that situation to remarry. Pip meets her one final time and they part as friends. She is the daughter of a murderer and a convict. By all practical considerations of society in that time, she is a flawed creature. But it is not her bloodline that tarnishes Estella; instead it is her vicious and indifferent upbringing. In short, she is ruined by circumstances and not by birth.

Throughout the novel *Oliver Twist*, Dickens uses Oliver's character to challenge the Victorian idea that paupers and criminals are already evil at birth, arguing instead that a corrupt environment is the source of vice. At the same time, Oliver's incorruptibility undermines some of Dickens's assertions. Oliver is shocked and horrified when he sees the Artful Dodger and Charley Bates pick a stranger's pocket and when again he is forced to participate in a burglary. Oliver's moral scruples about the sanctity of property seem inborn in him, just as Dickens's opponents thought that corruption is inborn in poor people. Even when Oliver is abused and manipulated, he does not become angry or indignant. When Sikes and Crackit force him to assist in a robbery, Oliver merely begs to be allowed to "run away and die in the fields." Oliver does not present a complex picture of a person torn between good and evil-instead, he is goodness incarnate.

A major concern of *Oliver Twist* is the question of whether a bad environment can irrevocably poison someone's character and soul. As the novel progresses, the character who best illustrates the contradictory issues brought up by the question is Nancy. As a child of the Streets, Nancy has been a thief and drinks of excess. She is immersed in the vices condemned by the society, but she also commits perhaps the noblest act in the novel when she sacrifices her own life in order to protect Oliver. The novel is full of characters who are all good and can barely comprehend evil, such as Fagin, Sikes, and Monks. Only Nancy comprehends and is capable of both good and evil. Her ultimate choice to do good at a great personal cost is a strong argument in favour of the incorruptibility of basic goodness, no matter how many environmental obstacles it may face.

In the novel *A Christmas Carol*, the Ghost of Christmas Past visits Scrooge first and takes him to see his time as a schoolboy many years earlier. Here it is suggested that his father abandoned young Scrooge at his boarding school even during Christmas. This is relevant to Scrooge, because it shows the beginning of his lack of socialization and empathy. He does not socialize because he never experienced steady growth in a strong family unit. He does not empathize thanks to the way he was treated as a child, he was the least of his father's concerns, and this in turn taught him not to feel for fellow humans.

Freud speaks of patients whose development has been inhibited, "who fall ill as soon as they pass beyond the irresponsible age of childhood and thus never attain a phase of health — that of unrestricted capacity in general for production and enjoyment."

Later the ghost shows how his success in business made him become obsessive and develop a workaholic tendency. His money and work obsessed personality traits eventually compel Scrooge's fiancée' Belle, to leave him, which further hardens his heart. The death of his younger sister Fan, the one relative who had a close relationship with him, also injures him greatly enough that he loses any love he had for the world. Scrooge has only his nephew left but does not particularly care for him, likely due to Scrooge blaming him for his sister's death following childbirth.

The visit by the ghost of Christmas past also reveals the origin of Scrooge's neurotic hatred of Christmas, most of the events that negatively affected Scrooge's character occurred during the Christmas holiday season. Thus, the seeds for the hardness of Scrooge's heart were laid down, right when he was a child, thereby negatively affecting the personality development of Scrooge and further alienating him from society and relationships.

A vicious criminal is not born; he or she is molded by environment into a base nature and this environment includes in the case of Sykes,

such elements as poverty, limited or absent opportunity to advance socially or financially, and the exploitation of Sykes suffered as a child at Fagin's hands which now prompts him in a retaliatory and "empowering" tables-turning more or less, to lord over, even terrorize Fagin himself.

Fagin is the result not only of poverty but of the range of opportunities from which Jewish people were specifically shut out for no other reason than they were Jewish. Dickens Fagin is emblematic of the outcome of a dynamic of human reduction owing to ethnic and religious bigotry and the consigning of an ethnic group to which Fagin belongs, to the status of outcast.

Nancy, Bill's lover is one of them, under the thumbs of Sykes and Fagin, someone who cannot call her life her own. She must do what she must do to survive and must do this at the bidding of others. Even they are children or more than children. Thus Nancy's murder at Bill's hands is very shattering, Nancy is not only trying to save Oliver Twist, when she goes behind Bill's back and betrays Fagin, she is also (however unconsciously) trying to redeem Bill from the past with Fagin that has turned him into the harsh and brutal soul he has become.

For Dickens, the period of childhood is a highly sensitive and vulnerable stage in which the whole personality can be forever stunted and impoverished by inadequate imaginative stimulus. From Oliver

Twist to Pip, his books are full of stories of children who have been abused and neglected and who are threatened with lifelong degradation. Some like Smike, in *Nicholas Nickleby* and the crossing Sweeper Jo in *Bleak House*, don't survive this treatment. Those who do, like David Copperfield and like Esther Summerson, the protagonist of Bleak House, do so because they create an imaginative world of their own, and within this world they fashion an environment that is adequate to their needs of self-development. To create an imaginative world in which to develop is not the same thing as merely fulfilling a fantasy of pleasure. As a small boy, David Copperfield is tormented and abused by his vicious stepfather, but close to his own room he discovers a neglected store of old books, including Tom Jones, Humphrey Clinker, Don Quixote and Robinson Crusoe. What David gets from these books is not just a bit of mental cheesecake, a chance for a transient fantasy in which all his own wishes are fulfilled. What he gets is lively and powerful images of human life suffused with the feeling and understanding of the astonishingly capable and complete human beings who wrote them. It is through this kind of contact with a sense of human possibility that he is enable to escape from the degrading limitations of his own local environment. He is not escaping from reality; he is escaping from an impoverished reality into the larger world of healthy human possibility. By nurturing and cultivating his own individual identity through his literary imagination,

he enables him to adapt successfully to this world. He directly enhances his own fitness as a human being, and in doing so he demonstrates the kind of adaptive advantage that can be conferred by literature.

Dickens may state that man's environment determines his character and personality, but it is evident that his character have 'given' moral nature which are only affected temporarily by their surroundings if they are affected at all. The important point about Charles Dickens child characters is that they have an inherent goodness which has only been clouded by their environment. We can be sure that Louisa and Arthur, like Mr. Dombey and Mr. Gradgrind, will find their true goodness by the end of the novel.

While there is still controversy as to which factor ranks higher in affecting personality development, all experts agree that high quality parenting plays a critical role in the development of child's personality. Parents who know how to adapt their parenting approach to the particular temperament of their child can best provide guidance and ensure the successful development of their child's personality.

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