

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheither –Biskra
Faculty of Letters and Languages
Department of Foreign Languages
English Division



**The Disintegration of the Southern Family in William
Faulkner's *the Sound and the Fury***

A Dissertation submitted in Partial Fulfillment of the Requirements for the Master Degree in
British and American Studies.
Option: Literature and Civilization.

Submitted by:
Lamia MECHGOUG

Supervised by:
Mr. SMATTI Said

Members of the Jury
Chair: Mr .BOULEGROUNE Adel
Examiner: Mrs . AMRI CHENINI Boutheina

June 2015

Dedication

I dedicate this dissertation first and foremost to my dear parents: my father who has always dreamt to see me a successful daughter and my mother who has always prayed God to help me in my studies. Though it may not pay back what they did for me, it makes them proud to see their daughter where they wished her to be.

I do also dedicate my work to my siblings, my young aunt and to my friend rather my sister Boumaraf Hanane who has always been by my side, also to my Dear and wonderful friend Saifi Warda .

Acknowledgments

My first thank goes to Allah the Almighty who has provided me with strength and patience to accomplish my studies and my dissertation.

I would also like to express my sincere thanks to my model teacher Mr. Smatti Said who has been not only a supervisor but also an adviser whose pieces of advice would be very beneficial in my future path.

I am also indebted to my teacher Mr. Boulegroune Adel who was very helpful and whose lectures are unforgettable. Finally, I would express my respect to Mr. Karboua salim and Mr. Slimani Said who are unforgettable teachers.

Abstract

The present dissertation spots light on the problem of family disintegration in the post-bellum American Southern society through the analysis of the Compson family in William Faulkner's novel *the Sound and the Fury*. The objective of this dissertation is to show the effect of the society's transformation on the psychological makeup of the characters which brought about their end, and how such an influence appears through the character's language. To accomplish this objective, an eclectic approach is adopted in this study where the Psychoanalytic and the Formalist approach converge. The Psychoanalytic approach is significant to this study as it serves to uncover symptoms and reasons of decay by getting access to the character's psyche through Sigmund Freud's theories of Oedipus complex and Structure of the Mind. Whereas the latter is used to display the Modernist techniques that correspond with the theme of family disintegration. Consequently, the analysis that has been carried out throughout this study reveals that family in the American Southern society has been a victim to its society's transformation from an Old Southern society to a New Southern society. It also shows that language of the characters is a reflection to such an influence.

Key words

Family Disintegration, William Faulkner, *the Sound and the Fury*, the American Southern Society, the Civil War, Modernist techniques.

ملخص

المذكورة الحالية تسلط الضوء على مشكل التفكك الأسري في المجتمع الأمريكي الجنوبي في الفترة ما بعد الحرب الأهلية من خلال تحليل لأسرة الكامبسون في رواية الصخب والعنف لوليام فولكنر. هذه الدراسة تهدف إلى إظهار اثر التغيير الذي طرا في المجتمع على الجانب النفسي للشخصيات و كيف ساهمت لغتهم في إظهار هذا التأثير. للوصول إلى هذا المبتغى، منهج انتقائي اتبع في هذه الدراسة بحيث التحليل النفسي و الشكلي يتقاربان. التحليل النفسي مفيد لهذه الدراسة لمساهمته في إظهار أعراض و أسباب التفكك الأسري و ذلك بالوصول إلى ذهن الشخصيات من خلال نظريتي عقدة اوديب و بنية العقل لسيغموند فرويد، بينما الأخير استعمل لإظهار الأدوات الأسلوبية المرتبطة بالحادثة و التي تتوافق مع موضوع التفكك الأسري . بناء على ذلك، التحليل الذي تم إتباعه طوال هذه الدراسة يكشف أن الأسرة في المجتمع الأمريكي الجنوبي كانت ضحية لتغير مجتمعها من مجتمع جنوبي قديم إلى مجتمع جنوبي جديد. كما تكشف أن لغة الشخصيات ساهمت في عكس هذا التأثير.

الكلمات المفتاح: التفكك الأسري ، ويليام فولكنر، الصخب و العنف، المجتمع الأمريكي الجنوبي، الحرب الأهلية، الأدوات الأسلوبية المرتبطة بالحادثة.

Definition of terms

Paranoia

“ Paranoia is a form of PSYCHOSIS characterized principally by DELUSIONS. ”.
(Evans 137).The people who suffer from this mental disease live with false belief that others are aiming to harm them.

Displacement

In psychology, displacement is “one of the methods by which the repressed returns in hidden ways” (Sec.4 Felluga).This appears with the person who has suffered from something during a certain period in his life , later this suppressed thing may appear in another way .This person may , for example, develop a sadist character in which he gets pleasure from other’s suffering and hurt.

Hypochondria

It is a psychological disorder where the person believes that he suffers from an illness. Such health phobia keeps the person in constant fear and control of himself which makes him/her psychologically unstable (Par.1 Berger).

Megalomania

It is a “a psychological state characterized by delusions of grandeur” (Par.1 “megalomania”).The person who suffers from this psychological disease, believes in self-importance and in the idea that he is superior to others.

Structure of the mind

It is one of Sigmund Freud’s theories which is referred to as “Tripartite” since Freud has divided the human mind into: the Id , the Ego and the Super-ego (Kim 3).In this theory,

Freud has explained the principle of work in the human brain as follows: in case the Ego tries to make the balance between the two other elements and the balance bends to one of these elements, let's say to the Super-ego, in this case the result would be anxiety.

Subsequently, the Id unites with the Ego against the Super-ego to decrease its influence.

Sometimes the Ego and the Super-ego unite against the Id to reduce its power (Ridgway 8).

The Id

It is that part of the human mind responsible for sexual drives and the required satisfaction. Freud has compared the Id to the devil as it does its possibility to achieve the extremes of pleasure regardless to society and morals. This was confirmed by Freud in the following quotation " ...Naturally; the Id knows no values, no good and evil, no morality" (Guerin, et al 88).

The Ego

It is that part of the human mind which includes moral values and which is considered as a result of tension and interaction between the Id and the Super-ego. Also, the Ego acts according to the reality principle as it tries to protect the individual by creating a balance between the Id's pressure and the Super-ego as it is stated by Sigmund Freud (Ridgway 7).

The Super-Ego

It is considered as the third part of the human psyche according to Freud's system. It seeks perfection by preventing the Id from practicing its power over the other parts and it permits only what is socially appropriate (Siegfried 2).

Family Disintegration:

Sociologists has defined family as “a social institution..., a social unit created by blood, marriage, or adoption, and can be described as nuclear (parents and children) or extended ...” (par.2 Nam). The family is supposed to be the suitable atmosphere where the child finds love, protection , intimacy ,and When the family turns to be dysfunctional, the result is disintegration.

Foregrounding

“To ‘Foreground’ is to bring something to the highest prominence, to make it dominant in perception”(Abrams 103).This is possible through the use of stylistic devices that may include : figures of speech, capitalization, italic type ...etc whose effect in the text attracts the reader.

Stream of Consciousness

The phrase was coined by William James in his published work *Principles of psychology* in 1890 to refer to the spontaneous flow of “ thought, feelings in the waking mind”, then it was adopted in literature to allude to the narrative techniques used by modernist writers in order to report what is going on in the character’s mind. In a word, stream of consciousness is:

... a name applied specifically to a mode of narration that undertakes to reproduce without a narrator’s intervention , the full spectrum and continuous flow of a character’s mental process , in which sense perception mingle with unconscious and half-conscious thoughts , memories, expectations, feeling , and random associations .(ABRAMS 298-299)

Table of contents

Dedication	II
Acknowledgments.....	III
Abstract in English	IV
Abstract in Arabic.....	V
Definition of terms.....	VI
Table of content.....	IX
General Introduction.....	12
Chapter One: Theoretical Framework.....	18
1.1. Introduction.....	18
1.2. The Antebellum South: the Old South.....	18
1.2.1The plantation economy: slavery.....	18
1.2.2 Society and women.....	20
1.2.3 Family.....	22
1.2.4 Religion.....	23
1.2.5 Politics.....	24
1.3. The Civil War.....	24
1.4. The Post-Civil War South: the New South.....	26
1.4.1Reconstruction.....	26
1.4.2 Society and Politics.....	29
1.4.3. Segregation and women.....	30
1.5 The Industrial Revolution and its effect on the Southern Family.....	31
1.6 The Great Depression 1930s and its effect on the Southern Family.....	32
1.7 Conclusion.....	33
Chapter Two: The Decay of the Compson Family in Faulkner’s <i>the Sound and the Fury</i>	34

2.1. Introduction	35
2.2. Family relationship	35
2.3. Types of family conflict	37
2.3.1 Father vs. Mother :Mr. Jason Compson vs. Mrs. Caroline Compson	37
2.3.2 Parents vs. children Mr. and Mrs. Compsons vs. Caddy, Benjamin, Jason and Quentin	40
2.3.3 Sister vs. Brothers	45
2.3.3.1. Caddy vs. Benjy	45
2.3.3.2 .Caddy vs. Quentin	48
2.2.3.4 Caddy vs. Jason	50
2.3.4 The Compson family vs. the Gibson family :Parents and children vs. servants	52
2.4 Conclusion	54

Chapter 3: Major Modernist Techniques that Highlight the Theme of Family

Disintegration in William Faulkner's the Sound and the Fury	55
3.1. Introduction	55
3.2. Stream of consciousness and Time	55
3.3. Point of view	63
3.4. Foregrounding	65
3.4.1 Foregrounding at the Semantic level	65
3.4.1.1 Figures of speech	65
3.4.1. 2 Symbols	65
3.4.1.3 Simile and Metaphor	68
3.4.1.4 Imagery	69
3.4.2 Motifs	70
3.4.3 Foregrounding at the graphological level	71
3.4.3.1 Italics	71

3.4.3.2 Punctuation and Capitalization	72
3.5 Allusions	74
3.6. Conclusion	76
General conclusion	78
Works Cited Page	82

General Introduction

History of the United States in general and the South in particular has always formed the raw material and the basis for many American writers' literary works. William Faulkner, Ernest Hemingway and Mark Twain are the best examples. Among the historical events that have occupied the American history and remained a landmark is the Civil War: a war of four years waged between two different sections of the same nation that came to an end with the Reconstruction of the nation. After tension and the instability the American society has suffered from by the end of the Civil War, the wheel of the Industrial Revolution was approaching the United States suggesting new ways and techniques to improve the social and the economic conditions of life. Due to the luxury the Industrial Revolution has offered to the American people, the United States at that time was similar to heaven in the eyes of its people. However, this luxurious life did not last forever as it has been interrupted by the Great Depression of 1930s that has shaken the American economy and society as the stock markets crushed and poverty prevailed the society.

In such circumstances ,the American Southern writer William Faulkner has started to write his marvelous novels specifically his masterpiece *the Sound and the Fury* .William Faulkner, a Twentieth century novelist and a short story writer, has succeeded through his creativity and his experimental techniques to come up with his novel *the Sound and the Fury*. In this novel, Faulkner has experimented not only on theme but also on style, thus he has engraved his name as a modernist American writer. The events of the novel turn around an American Southern aristocratic family that lives in Jefferson Mississippi .Being influenced by the circumstances in their society, the disintegration of this family becomes inevitable.

It is worth mentioning that the Compson family, as it is called in the novel, stands for the Old South : the South of traditions, culture, values and old shibboleths .This is a sign that indicates the close connection between William Faulkner and the Southern history that has been confirmed by the granted title "guide of Southern history"(Doyle 80).In this novel, Faulkner portrays the South as a "dystopian society"(Phillips 6) where the Compson family lives with false and corrupted values that are a result of the changes taking place in their society. In the light of this, the disintegration of the Compson family is a symbol for the decline of the Old South and the rise of the New South (Faber 349).

In this study, we are looking for the theme of the disintegration of the Southern family in William Faulkner's *the Sound and the Fury* that could be a result of the changes which were taking place in the South at that time.

The main question in this study is:

In what way is the problem of family disintegration portrayed in William Faulkner's novel *the Sound and Fury*?

From the aforesaid question, we may develop other sub-questions:

1. To what extent has the transformation of the American Southern society affected the Southern family?
2. What are the reasons behind the disintegration of the American Southern family in the *Sound and the Fury*?
3. How is the theme of family disintegration highlighted through the form in *the Sound and the Fury*?

The aim of the present dissertation is to demonstrate how the transformation of the American Southern society has influenced the Compsons' psychological makeup which

brought about the end of the family, and how does this influence appear through their language. Family disintegration in the American South could be attributed to the changes that followed the Civil War. Being the microcosm of the society, the southern family was deeply influenced by these changes.

The study is based on a hypothesis that would be examined throughout this research. When reading the *Sound and the Fury*, we can presume that one of the problems exposed through the novel is the disintegration of the Southern family. As the form in the novel contributes to reveal the theme, a question could be raised here: what are the major modernist techniques that serve to highlight the theme of family disintegration?

Despite the fact that many articles have been written about William Faulkner's novel *the Sound and the Fury*, few of them have tackled the theme of the disintegration of the Compson family. Moreover, even those critics who have dealt with the theme of family decline, they have not discussed it in deep as they have been interest more on the form rather than on the theme.

In his article "The Sound and the Fury: collapse of Miss-understood Identities", the critics Habibe Shamsi and Seyed Ali Booryazadeh have discussed the theme of family disintegration from the perspective of morality and culture. Both critics have explained the decline of the Compson family with reference to the main cause that has contributed in such a tragic end for the family. They believe that as the characters in the novel were subordinated to the social and cultural forces around them, their personalities have changed once these forces that surrounded them have changed (36). To strengthen their point, the critic Shamsi and Booryazadeh have alluded to another critic's view. The critic Eageton also believes that the disintegration of the Compson family can be attributed to the failure of marriage: a careless mother and an absent drunkard father (qtd.in Shamsi and Booryazadeh 36)

Moreover, Nail T. Phillips has also commented on the theme of family disintegration in his thesis "Bad Blood: the Southern family in the work of William Faulkner". He believes that it is the fragile relationship among the family members that has led to the disintegration of the Compson family. That is, each one evades from the responsibility by putting the blame on the other. Unity in the family is replaced by anarchy and disrespect. Men act as authoritarian and women are negatively portrayed as destructive instead of being constructive in the family. Also, he believes that the sole daughter of the Compson family, Caddy, takes the biggest share in the decay of her family. It is her frivolous behavior that creates problems in the family and has put her under the control of her brothers and parents. In addition to her frivolous behavior, her seductive gestures have shaken the balance of her family: she has made all the family preoccupied with her expecting her tragedy at the end. This tragic end would be inevitable not only for the daughter but also for the family as a whole (8-9).

Another comment on the theme of family disintegration has been highlighted by the critic McHaney in his essay "Themes in the Sound and the Fury" published by Harold Bloom in his book *Faulkner's the Sound and the Fury (Bloom's Modern Critical interpretation)*. In this essay, McHaney states that the decline of the Compson family is not only financial and physical but also moral and spiritual. To clarify this idea, McHaney has alluded to William Faulkner's family that has encountered disintegration that resembles with that of the characters in his novel. That is to say, just like members of Faulkner's family, each member of the Compson family had a hand in the decline of their family. The father; for example, had a share in this as he has lost his economy when he has become a drunkard (149-150).

In addition to this ,the critic Abbott Martin has commented on the theme of family decay in his essay "Review" published in John Bassett's book *William Faulkner: The Critical Heritage* .In this essay Martin has stressed upon the fact that the theme of family disintegration in the novel is something tragic that surrounds the beauty of the story in itself

.In other words, at the beginning the reader gets a good impression about a family whose members live together and he enjoys the story not expecting a sad end at the end. However, he gradually starts to feel sympathy towards the family when symptoms of decline start to appear at the end. Finally, the critic Martin adds that it's the youngest son of the Compson family, Benjy, who allows the reader through his simplicity to get knowledge about the life of this old aristocratic family (82).

Different comments have been written about *the Sound and the Fury*; however, most of them have focused at first rank on the stylistic features of the novel with reference to the theme. In this dissertation, the interest would be different in a way that the theme of family disintegration would be tackled with reference to the character's psychological makeup.

This study is significant to the family, regardless to any distinguishing features of origin or religion, where this issue is widespread. Besides, it is significant to students of literature and civilization as it shows how a literary work can shed light on social issues.

The research would be conducted on the basis of an Eclectic Approach: the Psychoanalytic approach and the Formalist approach. The Psychoanalytic approach is significant to this study as it serves to uncover symptoms of decay by getting access to the character's psyche through Sigmund Freud theories of Oedipus complex and Structure of the Mind .whereas, The Formalist approach is significant as it serves to show the way the form transmits the content (theme).

The research will be limited to the study of the characters in William Faulkner's novel *The Sound and the Fury*: the focus would be on the character's psychological actions to reach the theme of family disintegration.

The research is divided into three chapters .After the general introduction that sets the ground for the topic ,the first chapter will explore the American southern society: the antebellum and post-civil war south with reference to different aspects of life in the South ;

the second chapter will tackle the theme of the disintegration of the Southern family in the novel; the third chapter will deal with the major modernist techniques used to highlight the theme. Finally, a general conclusion that gives an overview of the work with the research findings and future prospects.

Chapter One:

Theoretical Framework

1.1 Introduction

When dealing with the history of the American South specifically the Southern society, the first thing one may observe is the variety of historian's interpretations, analysis and studies. Historians have attributed this difference to the difficulties encountered when studying the Southern society as they have been exposed to a variety of narrations. The period 1860 – 1877 has been a time of tension in the history of America as it has witnessed a struggle between two sections of the same nation: the South and the North. This chapter will cover the most significant changes that have marked its presence in the American Southern society and that have greatly influenced the Southern family at that time. Throughout history, the Civil war has divided the South into two parts: The Old South referring to the South before the Civil War and the New South referring to the South after the Civil war.

1.2 The Antebellum South: the Old South

Different historians wrote about the South before the Civil War, and all of what has been written covered the different aspects of life in this section. The Old South was formed with a number of states that included: Virginia, Mississippi, Florida and Texas these were among the states that formed the confederacy and fought the war against the union (Cunliffe 174;Ch 07).

1.2.1 The plantation economy: slavery

Life in the Old South was based mainly on agriculture. The fact of alluding to the Pre-Civil war south brings the image of the land where African –American slaves were exploited

by their masters. This is to say that the Southern society relied on the institution of slavery that was fuelled by the production of cotton. This latter, has overshadowed other materials in the world including: sugar and tobacco, thus it was referred to as “king of a rapidly expanding realm” (qtd. in Boles 103; Ch 07).

Gradually due to the innovations that were introduced to cotton production, slaveholders needed more laborers and this has led to the increase in the number of slaves to do the work. Their number increased markedly from one million to four million from 1790s to 1860s. With such increase, the South progressively turned to be a slave society compared to the previous decades as both economy and the society have become strongly influenced by the plantation system (Boles 103; Ch 7). Due to slavery, Blacks were deprived of the right to get married just like all human being, the right of ownership, the right of education and even the right to trade their goods.

Slavery has created controversy among historians: on one side, stood champions of slavery who believed that the system was a positive good and they used religion as a source to reinforce their standpoint. They believed that by extending slavery, they are respecting God’s order of things. This has been confirmed by Thomas Roderick, a professor at William and Mary College, who has provided a religious justification. He states that Jesus has never convicted the act of holding slaves and by bringing African heathens to Christianity; this means that slavery is doing God’s work. He adds, slavery is good for slaves as an inferior race because it has put them in a position where they were treated well (Harris 141). Slavery in fact was also supported by the founding fathers including Thomas Jefferson who was a slave owner and he once spoke of slavery: “we hold the wolf by the ear, and we can neither hold him, nor safely let him go” (Sage 8). By these words, Jefferson was describing the quandary the South has found himself in under the institution of slavery: it can neither detach itself

from it nor remain under this system safely without any negative effects. This was a kind of justification Jefferson tried to offer for the maintenance of slavery in the South (Sage 8-14).

On the other side, were the opponents of slavery with their justification for opposing the institution of slavery. They believe that slavery is an absolute evil and the historian Boles has reinforced this view: he states that most of the economic problems the Old South had faced were due to slavery. It had postponed possible developments including immigration and the Industrial Revolution thus, it was an obstacle for any possible development in the South (106). Another opponent of slavery was the historian Wade who has linked the effect of slavery to the economy of the South. He believes that slavery is incompatible with urbanization because it is based on plantations that were widespread in Southern cities and have impeded the growth of urban centers in the South (qtd.in Boles 106). The historian Fogel also has explained his opposition to slavery from a moral perspective. He states that slavery allows one person to practice unrestricted dominance over another and by taking into consideration that all human are created equal by God, such dominance is viewed as an offense (Sage 8).

1.2.2. Society and Women

The Old South has always been portrayed by historians as a patriarchal society where women were regarded as subordinate to men. Owing to the institution of slavery, the Southern society became perpetually a patriarchal one. Under this pattern of society, women's task was limited to the control of the plantation and the management of slaves, that's why they were referred to as mistresses (qtd.in Ford 5-6).

According to the historian Cathrin Clinton, southern women were victims of their culture that has put them in an inferior position to men. They were regarded as a symbol of virtues as they always tried to behave according to the conventions and traditions, thus they

were only recognized and appreciated for their maternal role and for their chastity (qtd.in Boles 192; Ch 12).

Speaking about the Old Southern society constructs the image of the majestic plantations, white gentlemen and a large number of black slaves who were part and parcel of the society. The class division in the Old South differed from one historian to another. Fredrick Law Olmstead has stressed upon the fact that two classes existed in the Old Southern society and were determined by slavery: the class of the aristocratic slave-owners and the class of degraded poor whites. He stressed upon the fact that this division is in fact done from the perspective of Northerners who have viewed the South formed with two different classes as they stood against slavery (qtd.in Ford 75; Ch).

Another possible class division was given by the writer J.E Cairness in 1861. He believes that in the Pre-Civil War South, classes exist with no common point among them that's why they were markedly different from one another. The first class was that of slaves upon which the whole infrastructure of the Southern society depended .The second one was that of slaveholders who exploited slaves as much as possible, the third one was formed by a group of lazy and lawless people living in large plains (Harris 97-9).

It is worth mentioning that the Southern society is a society that gives much importance to honor. Honor in the South was based on the reputation of the individual in particular and the family in general. Due to the patriarchal nature of the society, women were supposed to keep their honor and the honor of their families clean by being upright in their behavior. Not only this, Southern society links men's masculine honor to the idea of quarrel: men used to engage in conflict just for the sake of preventing their masculine honor. This image of quarrels and violence, gave a dark image to Northerners who conceived the South as a barbarian society. What deepened this view was the violence that was created by slaves and their owners who were sometimes unable to have control over them .As a result, an image of a

backward and corrupted southern society became engraved in Northerners' minds (Harris 131).

1.2.3 Family

Due to the institution of slavery, many black families encountered disintegration. Slave-owners provided a justification for practicing slave trade that has led to the separation of many families: they claimed that slaves were not sold as individuals rather they were sold as a family and this is a part and parcel of the system. They also believed that blacks were not able to maintain a family because they lack the sense of attachment, thus when they are separated, they have never suffered from separation. A helping element in the selling of slaves was the fact of not recognizing legally their marriages as slave-owners realized that by giving them a "legal standing", they will be the only loser. Economically speaking, slaves were viewed as a profit for their owner. Blacks were not only marginalized socially but also judicially : they did not have the right to give their testimony that meant to stand against whites in the court. On the other side, when a black slave is killed by a white man even in public, the court considers this an accident with no legal witness (Harris 112-113).

Some of the traditions that were instilled in the Old Southern slave families were: their long marriages that makes the family strong, their strong kinship and community ties. They proved in this way that their culture has never depended on the way their owners treated them; the contrary is true, their culture was a model of a culture whose basis is an internal world of values and traditions (Boles 132, Ch 8).

An element of paradox in the Southern society and in the family in particular was the fact of insisting on preserving the honor of the family by making their women upright and never allowing for their deviation. However, white men in this society allow themselves to have sexual relations with slave women. The outcome of this was newly born babies of a

mixed origin: a black mother and a white father. This betrayal was encountered by white Southern women with bitterness and passivity as they have no other choice but to keep silent. White masters viewed such behavior with a materialistic eye as they were seeking for more children that meant to work in the plantations for the benefit of the master (Sage 3).

1.2.4. Religion

The prevailing religion in the Old Southern society, asserted many historians, was Evangelicalism which is a branch of Protestantism. As this creed called for spiritual equality, it appealed to slaves. According to Evangelicalism, the family is the cornerstone of the society. It has called for equality among all the believers regardless of being whites or blacks. These calls for equality has attracted also Southern women who started to convert without having even the agreement from their husbands or their parents (Boles 164-167; Ch).

According to the historian Stephanie McCurry, Evangelicalism started first as a movement in low country South Carolina among yeomen. Then, in 1831-1833 it reached planters elite who adopted Evangelicalism because it appealed to them: it provided them with moral and ideological support for their local and regional political culture. She added, most of the members of the Evangelical church were women as they were attracted by the equality they were seeking for.

Churches in the Old South were biracial churches in the sense that they included two races: blacks and whites. There were three types of these biracial churches which belong to Evangelicalism. The semi-independent black churches that were supervised by white churches and they had the same architectural form as those of white churches and were attended by slaves. These churches were at first autonomous African churches but they were forced to have a link with white churches. The second type was that where black congregation meet separately, this type of churches was a result to the increase in black's membership that made

it a must for whites to accept them. The third type was that where whites and blacks attend together the same churches but they seat separately (Boles 169; Ch 10).

1.2.5 Politics

The Old Southern Society was ruled by a two-party system: the Democratic Party under the leadership of Andrew Jackson and its followers were called Jacksonians. The Democratic Party was the first party system to appear in the Antebellum South. Then, new party appeared in the political scene as a rival for the Democratic Party: it was the Whig party whose followers were referred to as anti-Jacksonians. The Democratic Party was hesitant and did not welcome any change especially in economy and society. The Whig party, on the other side, welcomed the economic development. Jacksonians' reason behind the rejection of any change was their expectation of the rise of new banks and corporations which, they believed, would threaten equality and liberty. They also anticipated that in case the government backs the economic development, corruption would be the outcome. For the Whig party, by building canals, railroads and extending commerce and industry, the benefit would be general. Unlike the Democrats who proved to be conservatives, the Whigs welcomed public education and industrialization (Boles 179; Ch 11).

1.3 The Civil War

“A house divided against itself cannot stand” (O’Callaghan 50; Ch 12). With these words, the president of the United States in 1861 Abraham Lincoln expressed his refusal to the division of the USA into two sections as he expected a tragic end for the whole nation which indeed resulted in the Civil War. The war has started on April 12, 1861 when confederate guns were oriented towards the United States troops who were in South Carolina (O’Callaghan 50; Ch 12). Historians have regarded the Civil War as a landmark in the

American history and they have attributed its reasons to the institution of slavery .This was confirmed by the US President Abraham Lincoln in his Second Inaugural address 1861 when he went back in time to the beginning of the Civil War that lasted for four years: “All knew”, he said, that slavery “was, somehow , the cause of the war”(qtd.in Ford153; Ch 8).Historians have also confirmed that the different economic systems in both sections made conflict between them inevitable: Northerners believed in capitalist system whereas Southerners believed in the non-capitalist slave society (Cook 14).

Signs of war started to appear on the ground when Northerners expressed their resentment towards the institution of slavery refusing its maintenance by asking for its abolition. Southerners, on the other side viewed such attitude as bigotry .As Northerners wanted to abolish slavery fearing its expansion in the North, Southerners rejected the idea to have a Republican party in the presidency and they threatened that all Southern states would secede from the union. Such action came as a response to the fact that the Republican Party, which appeared in 1854, aimed to prevent the spread of slavery in the territories (Woodworth 4; Ch 1).

Southerners’ s threat of secession was not taken seriously by Northerners. In 1860,when Abraham Lincoln, a Republican won the election without even having a single vote in the South , Southerners implemented their threat on the ground and Southern states started to secede one by one until eleven of them became no more part of the Union .Southerners did not expect secession would lead to war. Things exacerbated when food was prevented on Sumter Southern state and as a reaction, in 1861Southerners started the problem by taking the initiative to war and Northerners responded to the attack. The war took place on the Southern soil that’s why the destruction at the end was huge (Woodworth 5; Ch 1).

When the war started, the president from both sides called for their troops to interfere to protect their land: Abraham Lincoln from the North and Jefferson David from the South.

Many families were torn in between whether to fight for the confederates or for the union and this has created separation even at the level of families. The union closed ports of the South with its warships in order to prevent supplies to come from foreign countries and to prevent them from selling their cotton (O'Callaghan 5; Ch 12). In the first year of the war, Southerners cost Northerners a lot as they defeated them each time with their wise generals and the advantage of the geography as rivers helped them to immune themselves. They believed that by having war on their soil as it was in Virginia, the Mississippi valley and the East Coast states of the confederacy would be an advantage as it would motivate their soldiers to fight in order to free their land; however, the outcomes proved the opposite. In 1862, the North had the chance to defeat the South in the Mississippi valley. By 1863, their success became greater by defeating important areas in the Mississippi such as New Orleans finishing by the division of the confederacy into West and East (O'Callaghan 52; Ch 12).

In 1864, the confederacy became weak from all sides: men, food and equipment. The North seized the opportunity and penetrated in the South causing huge destruction in terms of buildings and also the number of the dead. The Civil War was a serious answer to two questions that should have been answered before: it has put an end to slavery and it confirmed the fact that the United States is one nation that would never be divided again. The Civil War has been considered as endless bad memory as it was inside the USA and the amount of ruin was huge and the number of the dead on both sides just when General Lee surrendered was 635000 (O'Callaghan 52; Ch 12).

1.4. The Post-Civil War South (the New South)

1.4. 1 Reconstruction

The Civil War came to an end in 1865 with the defeat of the South after its general, Robert Lee, surrendered. Southerner's dreams to maintain their lands and slavery were wiped

out by war that has awakened them turning their dreams into a nightmare of burned plantations and ruin (McNeese 14). Reconstruction has occupied the period from 1865 to 1877 and it marked the end of the confederacy and the withdrawal of the last troops of the union from the South .It also marked the Southern rebellious states that seceded at first joining again the Union. It is true that Reconstruction meant to repair all aspects of life in the South in particular and the nation in general; however, the first interest and focus of this plan was politics .It was the idea of how to incorporate the confederate states to the union after they seceded and formed their own politics that must be organized when joining the union. The period of Reconstruction was named after the passing of the Reconstruction Act of 1867 that meant to recognize politics of the South and unite the Southern states to the union (Ford 323; Ch 16).

Before the war ends , Abraham Lincoln has arrived with a new plan that aimed to reconstruct the South after its defeat .He strongly believed that the central aim of the war was to put an end to slavery (McNeese 27).So, he started to prepare the foundation for Reconstruction before the war ends with the aim to achieve the goals after the war because he had a fear that if slaves become free before the war ends , their freedom will not last .Thus, in 1862 he presented his proposal to the congress : he asked the federal government to provide money to the union states in order to abolish slavery in these states and his proposal was supported by many Republicans (McNeese 14-15).Later, in July a new act was passed by Lincoln in order to deprive those Southerners who rebelled against the US of their property including their slaves. Then, in 1863, Lincoln prepared a Proclamation of Emancipation that aimed to free slaves in the states that formed rebellion against the Union and to declare them free forever.

At the end of the Civil War , Lincoln was thinking to join the two sections and to conciliate between the two , so he passed another Proclamation on 8 December and it was “

The Proclamation of Amnesty and Reconstruction ”.With this proclamation , he tended to look forward for the future of the South after the Civil war .This included : politics of the South, the return of property that Southerners were deprived of and lost due to war excluding the slaves ,and to excuse those confederates who were against the US in the war in case they have swore an oath of allegiance . In his forgiveness of the confederates, Lincoln has excluded the confederate leaders and other officers who had a hand in the war against the union (McNeese 16-18).

Republicans, thinking of a better way to guarantee the end of slavery, passed through the congress the 13 Amendments in 1864 that abolished slavery. Despite the many obstacles that Lincoln faced from some of his followers, he won another presidential election. By this, the two sections agreed on Lincoln plan of Emancipation (McNeese 27-28).

At first many Northerners refused to give blacks the right to vote, but with the 14 Amendments 1865 blacks enjoyed equal status with whites in the South. These amendments meant to give the right of citizenship to a person born or naturalized in the US. Other changes that followed the Reconstruction were: the public schools that permitted blacks to get rid of their illiteracy (McNeese 62-64).

Lincoln last words before his assassination were a kind of description of the Southern states as the historian Jacob has confirmed “ out of their proper practical relation with the union to again get them into that proper practical relation”. This is a reference to the Southern states after their reintegration to the union. With his death, the American history marked the last casualty of the Civil War leaving the floor to his vice president, a Democrat, Andrew Jackson (McNeese 37).

Reconstruction came to an end in 1876 after a long struggle between the Republicans who supported this plan and the Opponents of Reconstruction to mention Andrew Jackson

who, by keeping Lincoln's plan on, he was trying to beautify his image as a Southerner and a slave owner who stood against the South (McNeese 122).

1.4.2 .Society and Politics

Traces of the Civil War were apparent in the South as the amount of destruction was huge. The death rate in the South was twice that in the North: many males went to the war and have never returned back home; many generals have found themselves in jail while some others have found themselves in the graveyard. The damages were also material: the South's railroads were destroyed, many fertile lands turned to be unproductive .Not only this, church property was either damaged or used for military purposes by the union troops. Many famous publishing houses stopped working (Cook 232;Ch 7).Moreover, the destruction of the cotton nexus had an impact on the South's banking system leading to its destruction. The North's aim behind such destruction was to establish a free-labor economy that is to say Capitalism in the post-Civil War South (Cook 233; Ch 7).

The Black families in the South were the first victims of the Civil War .It is true that the Southern family still lived within the rural black community just like the time when slavery existed, but it has undergone some changes. The end of slavery gave much strength to Southern family as many black females and their children retreated from the fields where they used to work under the institution of slavery (Cook 247;Ch 7). It should be noted that the Patriarchal system that characterized the Southern Society before the war ceased to exist .This is what the historian Ann Firor Scott has stressed upon: when men left for war, Southern women were obliged to take the responsibility and the burden especially those in plantations (qtd.in Ford 432).

Most importantly, the Old Southern values lost their weight and become worthless and people acquired money as a new value just like Jason one of the children of the Compson

family in the *Sound and the Fury*. Large amount of the capital exploited under the institution of slavery went in vain with emancipation. This new situation has pushed many yeomen who lost their land due to war to join markets and later to suffer poverty as they faced debts (Ford 424; Ch 22). On the other side, the political scene of the South that has been ruled by a two party system witnessed a change as well (Boles 179; ch 11). After the Civil War political power became under the control of one party system embodied in the Democratic party.

1.4.3. Segregation and Women

The year 1890s was a period of segregation that followed Reconstruction. Lincoln's calls for peace were wiped out by segregation that made blacks in a status of a second-class citizens. The disappearance of Reconstruction as a process was due to the fact that white Southerners decided to prevent blacks from enjoying equal position with them through law (Cook 255; Ch 7). One of the signs of the Post-Civil War South was the rise of racial segregation. The historian Woodward has stated that segregation was a product of the many racial laws that were passed throughout the South including the Jim Crow Laws. This latter was "a system of law and custom" that separated between whites and blacks in the Southern society. Many critics shared Woodward's idea that segregation; in fact, was not a new thing to appear in the South as it existed in the pre-Civil War Southern cities but it escalated and has become more apparent after the Civil War. They added, it was white's hatred and racism towards African-Americans that made segregation between them inevitable in churches, schools and other parts of social life. They emphasized on the fact that the Jim Crow laws passed in 1890s were not behind the creation of segregation in the South as they only made what was created by custom official (qtd. in Boles 336-337; Ch 20). This was confirmed by the historian Grace Hale who considered segregation as a white's creation in order to impede black's possibility of success and of economic prosperity (qtd. in Boles 340; Ch 20).

A year immediately after the war, black women who were formerly slaves became convinced with the fact that the notion of freedom they had developed in their minds, as the non-intervention of whites in their own lives and their freedom to shape their own lives, is something not shared with white planters who never believed in black's freedom. Freed women refused the idea of working in spinning, weaving and other jobs. This attitude was interpreted by the historian Schwalm as an attempt from them to organize and to look after their families while their husbands worked out. They engaged in constant conflict with white planters who refused their new ideas of freedom. For such reason, freedwomen rejected to sign contract with white planters because it meant for them reinstatement (qtd. in Boles 349; Ch 21).

1.5. The Industrial Revolution and its effect on the Southern Family

The late eighteenth century and the beginning of the nineteenth century marked the second phase of the Industrial Revolution in the United States. During this period, the nation experienced a transition from an agrarian nation to an Industrial one, from a domestic system based on the centralization of labor to the factory system as a new system of production based on the decentralization of labor. Even with the introduction of new machines as a sign of industry, agriculture existed (Holmes 692).

Before the Industrial revolution reaches America and the South in particular, the prevailing pattern of the family was that of the old type: a large family with the house divided into two or more farms just to prepare their children for the life of the farm (Holmes 694). Such pattern of the family was considered as backward because the individual's life is dominated and restricted from all sides, and has been influenced by the Industrial Revolution (Holmes 701). The stability that characterized the family in the Old South was replaced by

conflict, disrespect and carelessness just like the case with the Compson family in William Faulkner's *the Sound and the Fury*.

Although the influence of the Industrial Revolution on the family was negative, it had a positive effect as well: the American people enjoyed luxury as they had the opportunity to get good wages and thus, to be able to buy cars and to engage in business. As the American people went to the extreme of luxury, they suffered the outcomes later with the Great Depression that created a shift from the extreme of luxury to the other extreme of poverty.

1.6. The Great Depression

The period of prosperity came to an end with the collapse of the share prices in America that people used to sell and buy. This became known as the Wall Street Crash since Wall Street was viewed as the heart and the center of New York stock exchange. Many people lost their money and they viewed the future with uncertainty and fear. Many decided to save the money they have instead of spending it on additional things. The Great Depression was considered as an economic earthquake that lasted from 1929 till 1933. It was in a form of farm debts where farmers were obliged to borrow money to increase their production. Thus, it was regarded as the longest depression the world ever witnessed and it was classified as one of the crucial crisis in the history of the United States after the Civil War. In 1931, 8 million of American people were jobless, without homes and even food relying on charity as the only relief. Things became worst by 1932, banks got bankrupted and many businessmen lost their money. Although, the depression has its beginning in the United States, it has a great impact on the world as a whole. (Romer 1-4).

Most importantly, the great effect of the Great Depression was on the family. The rate of divorce increased during the depression as it was impossible for the head of the family to support the family financially, thus the stability of the family was shaken. Some families

sought aide from friends, some from the government as the last alternative and some others ended with disintegration just like the Compson family in *the Sound and the Fury* (Par.3-4 “The Great Depression”).

As men abandoned their families after being unable to finance them, the American Patriarchal society turned into matriarchal one in which women took the responsibility of the family .Having no other choice, many women broke the social conventions by looking for jobs outside which was not accepted in the society few years ago (Par.5“The Great Depression”).

1.7. Conclusion

Historians have always shown interest in the American Southern history. Their interest lie in their attempt to find convincing documents about the historical events that have been part and parcel of life in the Southern society as there was a variety of narrations. The South before and after the Civil War proved to be a society of paradoxes: it was a society that gives importance to virtues and religion at the same time it paves the way for pleasure .It was a society that, ironically, conducted the Civil War against the North to protect slavery ending in a worse situation embodied in segregation. The family as the cornerstone of the society has been greatly influenced by these changes and the result was its disintegration .It is this transition from an Old Southern society to a New southern society that has shaken the stability of the Southern family and the Compson family in Faulkner’s *the Sound and the Fury* is the best example as it displays this issue of family decay.

Chapter Two:

The Decay of the Compson family

In William Faulkner's *the Sound and the Fury*

2.1 Introduction

“ I’ve seed de first en de last ...I seed de beginnin, en now I sees de endin” says Dilsey the Negro cook of the Compson family (Faulkner 313). This quotation strips the cover on the issue of family disintegration that one of the Southern families encounters by the end of the *Sound and the Fury*. Just like the beginning of the Compson family is clear its end would be clear as well. This is to say, the decline of the Compson family is expected at the end as its basis proves to be fragile from the beginning. When reading the history of the American South, one may observe a story within a story: the story of a disintegrated, ruined South that hides behind another story of a Southern family facing disintegration. Family in general is always considered as the pillar of the society in the sense that its goodness contributes in the goodness of the society as a whole. It is the place where the child expects to find tenderness, love and warmth that contribute in the formation of his character to become a positive element in his society. However, due to the change the Southern society has witnessed, the family has deviated from doing its role. This deviation has not only produced children with unbalanced personalities but also has shaken the balance of their family leading to its disintegration. For that reason, the following chapter is devoted to psychoanalyze the characters’ behavior in the novel in an attempt to highlight the symptoms and the reasons that indicate the disintegration of the Compson family.

2.2. Family relationship

The Compson family in *the Sound and the Fury* is a sample of a an American Southern family whose relationship among its family members is characterized by constant conflict, lack of respect and total absence of either the parental or the maternal role. The mother and the father from one side seem to be alien to one another; the only thread that seems to join them together is the roof of the house: they are a married couples in the legal documents, but in the family their relationship proves this absence of harmony, love or even attachment which are usually observed between any married couples.

Despite the change in their society, the Compson family has sustained some of the features that have identified it as a family in the Old Southern society .This stuck to their aristocratic origin has complicated their relation to one another. The relationship among members of the Compson family resembles that between the ruler and the ruled in the Old South asserted the critic Andre Bleikasten. Signs of aristocracy still characterize the family relationship: though it ceased to be an aristocratic family with the change introduced, the manners of aristocratic families still exist in a way it has sophisticated parents-children relationship. In addition to this, the Compson family has maintained the family pattern of the Old South in which the family is large in number with Negro servants (qtd.in Easterbrook 61).

As the Compson family has kept some of the characteristics that have defined it as a family in the context of the Old South, it has also given up some others. The role of the father as the ruler of the family ceased to exist in the Compson family. Mr. Compson is portrayed as powerless having no word over his family's decisions or his children's behavior. The best example is during childhood when Jason threatens his sister Caddy to tell on her after she has covered her dress with mud. By doing so, Jason wishes to see the presence of the father in the family even through punishment of his sister. Children of the Compson family are living a life

of prisoners: restriction is not imposed through a parental power rather through their family manners and beliefs in aristocracy. This is what the critic Gwedolyn Chabier has confirmed in his words “Faulkner’s children as presented in his work of this [early] period are often doomed to be the prisoners of the narrow lives their parents allowed them. They are portrayed as puppets, their parents the puppeteers” (qtd. in Easterbrook 62).From this quotation , the family seems to live in chaos where there is no father to be feared ,obeyed or even defied.

The relationship among members of the Compson family seems to be void of emotion: both parents and their children express no emotion towards one another. As a result, children of the Compson family grow having no idea of what love or death means and they have failed in their relation outside just like inside the family (Sax 27).As an example, when their grandmother has died, children of the Compson family have thought of this incident as a party since they are ignorant of what is going around them .some of them when they realize it is a funeral, they have thought it is exclusive to their nigger servants (Faulkner 52).The absence of any sort of communication among the family members is clear through the physical punishment that haunts children’s minds .Whenever they make a mistake , they immediately think of parental punishment .This fear is not created out of a father’s authority, but out of the limits that their family set owing to its statues as a famous family in their society. This is the case with the only daughter of the Compson family and her brother Quentin: once they have splashed water on each other, they have remembered their family’s rules and have feared punishment (Sax 28). As no one in the Compson family has been doing his role properly, their relationship has been overshadowed by constant conflict .This conflict is not exclusive to one member rather it includes everyone in the Compson house even servants.

2.3 Types of family conflict

2.3.1 Father vs. Mother : Mr. Jason Compson vs. Mrs. Caroline Compson

The disintegration of the Compson family has been initiated by parents who have given up their role in the family .Both, Mr. and Mrs. Compson suffer from psychological problems that has affected the stability of their family .Mrs. Compson suffers from hypochondria: she pretends all the time that she is sick lying in her bed just to escape her maternal role leaving all the responsibility on her servant Dilsey. Also, she insists on her children not to make noise in order to allow her relax .She is all the time complaining about the cry of her retarded son and she has once said: “What is it now. Cant I even be sick in peace. Do I have to get up out to come down to him, with two grown Negroes to take care of him” (Faulkner 78).

In addition to being a hypochondriac woman, Mrs. Compson suffers from megalomania: she believes in the superiority of her family of the Bascombs over the Compsons .This psychological sickness of self-importance has engaged Mrs.Caroline in endless conflict with her husband .Each one believes in the superiority of his family lineage: Mrs. Compson gets annoyed when Mr. Compson mocks at her brother, uncle Maury, and she always refers to the Compsons a “ bad blood” (Faulkner 123) .This issue of family lineage has widened the gap that already exists between Mrs.Compson and her husband .It has uncovered their failed marriage that joins two persons who seem to have different ideas .so, instead of living in harmony ; they lived in opposition.

Mrs. Compson suffers also from Paranoia: she is haunted by the belief that all the members of the household want to harm her and to get rid of her .She strongly believes that all her family wish her death because her death means for them no more complains from her side. The noise of her retarded son, Benjy, is always interpreted by Mrs.Compson as an

intended behavior by her family which is meant to annoy her and to make her sick .She once has spoken her paranoiac belief out loud to her Negro servant Dilsey “ It’s all my fault. I’ll gone soon, and you and Jason will both get along better ” (Faulkner 79). She always tells her husband that one day she will not be among them and he will not be annoyed by her any more (Faulkner 81). Besides, many times Mrs. Compson apologizes to her favorite son Jason for things that she shouldn’t apologize for as she is his mother .She always thinks no one in the family likes her and she once has said to Jason when his money is stolen “I dont want to go in your room I respect anybody's private affairs .I wouldn't put my foot over the threshold, even if I had a key.”(Faulkner 293).Her paranoid character makes her think that her son Jason is suspecting even her to be the stealer of his money, so she tries to prove to him that she is not the doer.

Instead of being complementary to each other, Mr. and Mrs.Compson seem to express no kind of emotion towards each other as they rarely speak . Each one has created his own world and they are linked together only through the marital link: Mrs. Compson always in her room and Mr. Compson finding a refuge in alcohol. Just like his wife, Mr. Compson suffers from his obsession with the Old South with all its values and traditions .His attachment with the Old South and his dissatisfaction with their modern world has turned him into alcoholic person who can’t face his reality and, thus gets recourse to alcohol (Kozubikova 7).However, he gradually starts to develop a nihilistic character that seems to reject old values on the basis that modern life is meaningless as no room is devoted for them.

Mr. Compson thinks by enclosing himself in his office, he will not be influenced by the change that has occurred in the society. He once tells his oldest son Quentin that virginity in reality does not exist and that women in their society are never virgin this is just to open his son’s eyes towards the change their life has undergone. However, the son seems not to be convinced of his father who has changed his view towards Old Southern values and life

;rather, he has found it impossible to give up the values he has acquired when he was a child (Par.5 Prince). Mr. Compson has expressed this nihilistic philosophy once when speaking to his oldest son Quentin: “ women are never virgin. Purity is a negative state and therefore contrary to nature”(Faulkner 135) .Through these words, Mr. Compson makes the change in his view towards what used to be part of the Old Southern society clear and tries to make his son follow his path in doing so.

As they had two different beliefs and completely different personalities, marriage seems to have alienated Mr. and Mrs. Compson rather than to have reinforced their relationship. In many cases , they are separated from one another and Mrs. Compson seems to pass more time speaking to her brother, uncle Maury, than her husband. Ironically, she does not look for support or strength in her husband; instead, she looks for it in her brother whom she uses as a weapon against Mr.Compson .The Compson house seems to be a bullring where Mr. and Mrs. Compson rarely communicate. Mr. Compson seems to be ranked the third in his wife’s ladder of importance after her brother and her son Jason (Bloom 68).

Although the Compson family is a Christian family, religion seems to have no importance in their life and this has loosened the family tie. Mrs. Compson rarely mentions the bible and even when she asks her servant to put it beside her, she does so just to prove the fact of being a Christian family. The servants of the Compson family prove to be sincere in their religion more than the Compsons and they give importance to attending sermons in the church. Once Jason, one of the sons of the Compson family, expresses his resentment towards his mother when she has given permission to the servants to go to the church, and when the mother apologizes he tells her ”You never resurrected Christ , did you”(Faulkner 295).It is this absence of religion that has made their relationship hollow and makes their children feel this spiritual emptiness in their family.

2.3.2 Parents vs. children: Mr. and Mrs. Compsons vs. Cady, Benjamin, Jason and

Quentin

The Compson family seems to be divided into two sections just like that of the South and the North: on one side stands the Bascombs under the leadership of Mrs. Caroline who follows the policy of favoritism as she favors her son Jason at the expense of other children and she believes that he is a Bascomb not a Compson; the other side is formed by Mr. Compson and the rest of the children (Rueckert 33). This unsuitable atmosphere has produced children who are psychologically imbalanced just like their parents.

Sons of the Compson family seem to form together the human psyche with all the psychological problems that happen at its level. Just like the three parts of the human mind that Sigmund Freud has set engage in conflict, members of the Compson family engage in conflict whenever the balance of the family is shaken by one of the children. Children of the Compson family form what Freud called “the real psyche” (qtd.in Li 2) in the sense that their psychological disturbances provide an explanation for their constant conflict and latter the decay of their family.

According to the critic Carvel Collins, Benjy, Quentin and Jason together form this structure of the mind where each one parallels with a part in the human brain. Benjy is the equivalent of the Id: he relies on his instincts to perceive things around him, he is what Freud calls “Infantile Id” (Bloom 166) .He doesn't have any sexual tendencies towards any one of his family, rather his instincts are his only means to communicate with his world since he is a mentally retarded person .He is similar to a baby who starts to perceive things throw his instincts during his Id stage. During this stage , Freud has asserted that the mental processes are linked to the baby's instincts that appear in Benjy's use of his senses .Freud has also

stated that the Id has no sense of time and Benjy does not sense time as he lives in a universe where everything around him seem to have no order.(qtd.in Li 13).

Benjy's reliance on his instinct appears in his use of senses whenever he communicates with his surroundings. He cannot speak, but he can hear sounds and smell different odors instead. This use of senses allows him to predict things to happen in his family even the disintegration of his family has been expected by him, but he could not speak it out because of his sickness .However, his simplicity and innocence has contributed in exposing this conflict that has characterized his family and has determined its end (Scott 7). Being a retarded person, Benjy creates his separate inner world that detaches him from the rest of the family. This detachment has been intensified by the mother who always looks at her son as a curse to the family. She has changed her son's name from Maury to Benjamin thinking that a biblical name would cast away the bad luck. She has expressed her rejection to her son when she has said:" What have I done to have been given children like these Benjamin was a punishment enough ..."(Faulkner 122) .The father is not much different from the mother as he does not try to communicate with his son or even with other children who have found themselves in a new society which is peculiar to them (Easterbrook 63).

Just like Benjy stands for the Id, Quentin stands for the Ego of the family .Freud believes that the Ego acts according to the reality principle, Quentin seems to control his sister's behavior and not to tolerate what is not acceptable in their society nor what spoils their family honor (Li 16).Just like the Ego that tries to set the balance between the Id and the Super-Ego, Quentin is the only one who cares about the family honor and tries to prevent his sister from being engaged in sexual relations with men .He cares too much about the reputation of his family because the loss of his sister's honor means the disappearance of his family(Li 17).His obsession with his sister's honor makes Quentin imagine that he has committed incest with her. As a result , the loss of his sister's virginity has been a shock for

Quentin who still believes in the conventions and the values of the Old Southern society that his parents lived in and have brought him in the same way (par.4 Prince).Being a very sensitive person who cannot bear his sister's sin has contributed greatly in his tragic end .Quentin has also created his own world to escape the society that does not believe in moral values and that would oblige him to give up his belief in them , so after he realizes the futility of his action he chooses to commit suicide as the only relief (Roberts 8).Doing the role of the family Ego has turned Quentin to a victim of his sister's loss of virginity and, thus he has lost control over himself by putting an end to his life .This parallels with the role the Ego does when it acts as a mediator between the Id and the Super-Ego ending in the loss of its control over the two other parts that results in anxiety at the level of human psyche (Li 17).

Quentin's belief in being the Ego of the family who is supposed to maintain the stability of the family by preserving the family honor from being corrupted ,has an effect on his psychology once he has failed to do so. The following passage is Quentin's interior monologue that reflects his view towards himself as a useless person and towards the modern world as meaningless. He says:

I seemed to be lying neither asleep nor awake looking down at long corridor of gray half light where all stable things had become shadowy paradoxical all I have done all I had felt suffered taking visible form antic and perverse nothing without relevance inherent themselves with denial of significance they should have affirmed ... (qtd.in Rampton 39)

This passage reflects Quentin's psychological status as an individual who fails in his modern world and thus he views life and everything around him as meaningless .His parents have a part in this psychological imbalance especially the father who has instilled in his child's mind values and conventions of the Old Southern Society without preparing him for

any change. When the society turned to be materialistic where no room seems to be devoted for moral values, the father turns into a nihilist rejecting these values and he wants to convince his son with his ideas. This change in the father's view towards values has caused a trauma to the son who has found himself in a dilemma: he does not want to give up his belief in the moral values, and at the same time he cannot get rid of his father's ideas that are like an echo in his mind (Easterbrook 64).

Just like Benjy and Quentin, Jason stands for that third part of the Compson psyche that is the Super-Ego. According to Sigmund Freud, the Super-Ego develops from the parental influence on the children. In *the Sound and the Fury*, Jason takes the role of the father in the family after the real father, Mr. Compson, has died. He is the Super-Ego in the sense that he takes the authority of the father and he controls everyone in the family (Li 19). Jason seems to be the product of his mother that has always allowed him to have power over his siblings and she uses to confirm his parental authority when she apologizes for things that she has done without his knowledge. The Super-Ego role is clear in his ability to calm his mentally retarded brother who seems not to listen to anyone. He also expresses his authority over his sister Caddy and the Negro servants at home without showing respect to anyone. He controls every tiny detail at the house even the Negro cook at the kitchen, Dilsey, fears him even when she wants to prepare a cake for Benjy's birthday "Me baking a cake here, with him counting every egg that comes into this kitchen" (Faulkner 76).

Mr. Compson and Mrs. Compson hold the burden of their children's destiny: they have raised them with ideas that parallel with their mode of life in the Old Southern society without providing them with the required equipments to adjust themselves to their new world that is the New Southern society. This fact has developed children that are alien to their society and with psychological problems. Quentin, the oldest son of the Compson family, has always felt the absence of his mother in his life and he believes that her absence is owing to

this “ ... Compson selfishness and false pride”(Faulkner 121).It is this false belief in aristocracy that their parents ,especially Mrs. Compson, sticks to has shaken the parent-children relationship and has contributed easily in the decay of the family. Quentin believes that his sister’s promiscuity could have been avoided in case his mother has done her maternal role properly (Roberts 25).He always wishes to have a mother “ [I]f I’d just had a mother” “so I would say Mother Mother” (Rueckert 34).Her existence has never been sensed by her children that’s why her absence after her death has made no difference in their life.

Just like his brother’s ,Quentin ,imbalanced personality is a an outcome of his parents’ wrong ideas ,Jason materialistic character is a product of his parent’s belief in appearances and money as it is important for the family in the American class system. Jason seems to be the only child of the Compson family who tries to adjust himself to the change in their society which is based on capitalist system. However, his attempt to satisfy his family materialistic interests has failed creating imbalance in his personality as well. His mother seems to be satisfied only with him as she has made his personality the way she wants. Jason cares too much about the way others look at him and pretends not to care about family honor .However, his relations with women has proved his doubt over women’ purity (Rampton 46).

Jason is the “ repressive Super-Ego” of the family with his Cruel, greedy, and materialistic character, he has been hated by everyone in the house (Bloom 166).He seems even to get pleasure from hurting, exploiting and deceiving others .He has seized the opportunity of having the last word at the house after the death of his father to make everyone obey him even unwillingly. Being the Super-Ego of the family , Jason has become void of any moral values as he deceives everyone even his mother who thinks of him to be her right hand. Possessing parental authority, Jason derives pleasure from depriving his niece of the money her mother sends to her. He has many times shown her the checks just to see her suffering, but he has never given her a cent (Faulkner 232).

It is worth mentioning that the psychological problems children of the Compson family suffer from have their roots in their childhood. Being raised in a class-conscious society that allows no room for the individual's freedom and with a mother who cares more about manners and appearances than her children's feelings, children of the Compson family have found refuge in the inner world that each one has created and which have contributed in the disintegration of their family (Volpe 31). Love has never been felt by children of the Compson family whose mother rejects any interaction with her children by claiming being sick all the time. Besides, she expects them to care about her and to show emotion that she has never showed to them. She has once complained "they don't want me, they don't care about me" (qtd. in Faber 342). When they have not found love of the mother, they turned to the father. However, his rejection by keeping a distance has made his children feel as strangers in a place where they should feel protection.

2.3.3 Sister vs. Brothers

Caddy, the only daughter of the Compson family, is like a "Cubist painting of a person" (Rueckert 47) where each side of her personality is given by one of her brothers. She is the center of her brother's interest and she occupies a certain corner in the life of every one of them, but her relationship with her brothers differs from Benjy to Quentin ending with Jason.

2.3.3.1. Caddy vs. Benjy

Benjy is a mentally retarded person who is treated by his family as a baby still in his Id stage. He is thirty three years old, but his behavior is similar to the behavior of a baby. From a Freudian perspective, Benjy is pushed by his Id that appears in his reliance on the instinct to express his needs. Despite the fact that Benjy is not aware of his surrounding, the

only case where he senses his surrounding is when he is with his sister Caddy. There is an oedipal relationship between Caddy and Benjy: it is far from the sexual relationship rather it is a mother-child relationship. Caddy seems to be the only member of the Compson family who treats Benjy as a human being (qtd.in Looney 11). She is a mother-substitute for him that provides him with tenderness and love he has never felt in his biological mother. She understands his needs only from the actions he does and she tries to communicate with him through his senses. He once starts to cry expressing his desire to go out to the fence in order to see his sister Caddy and no one have got what he wants except his mother-substitute Caddy who says "Do you come to meet Caddy" "what is it. What are you trying to tell Caddy"(Faulkner 26).

Caddy is important for Benjy in a way that she contributes in taking him out of his "Id stage". Just like a child who starts to perceive his world in his early years based on his senses, Benjy's experience and perception of his world is an outcome of his senses(qtd.in Looney 11). Benjy's communication with his world and the development of his Id is hard due to the absence of his biological mother that keeps on treating him as a baby even when he is eighteen years old and his brother Jason also treats him as an animal. He once has called him a bear "come home one time without finding Ben... hanging on the gate like a bear ... [in a] cage". With such treatment, Jason has contributed in making his brother enclosed to himself, thus, he turns to his sister that appears to be his only source of tenderness (qtd.in Looney 13). She encourages his development out of his Id by making his interaction with his surrounding easy through her tender gestures. She never underestimates him when he plays with objects just like a child; rather, she uses different objects in order to help him communicate like the fire or the reflection of images on a mirror (Looney 13).

Being his mother-substitute, Caddy gets easily what Benjy wants to say despite of his retardation. The day she is preparing to get married, Benjy realizes this from the odor of the

perfume that his sister has put and he starts to reject her. Being a very close person to him, Caddy has understood Benjy's gesture as he fears her loss. The need for a mother is redeemed by having a mother-substitute who tries to help him express himself in many ways. She has once given him a perfume to give to their Negro cook, Dilsey, as a way to express his respect to her. Though he does not understand what he is doing, Benjy obeys Caddy as he loves her in the same way a child loves his mother (Looney 14). For Benjy, Caddy occupies a big space that his biological mother has never occupied. From the perspective of Freudian Oedipus complex, she is a mother-substitute that Benjy wants to monopolize her love. He expresses his love towards her through the smell of the trees that he senses in her "Caddy smelled like trees in the rain" (Faulkner 59). In this way Benjy tells the pure love that he possesses towards his sister as a mother-substitute.

Moreover, when Caddy is dismissed from home, the only one who has felt her absence is Benjy. He starts to long for her tenderness, thus he goes to the gate outside and whenever he sees a group of girls, he follows them immediately thinking that his mother-substitute is with them. His love towards her turns to an obsession: after she is dismissed from home, he starts to imagine her very close to him and he reflects this need for her through his inner monologue: "I could hear Caddy standing behind me" (Faulkner 76). He cannot imagine his life without his mother-substitute that has filled the gap whose biological mother has left. Unlike the real mother, the mother-substitute has always done her best to make him feel happy. She has never made him feel a need for affection when she is present; the contrary is true, for Mrs. Compson who cares only about her social status and reputation to the extent she deprives her retarded son of his real name Maury and she gives him the name Benjamin. After she has discovered his retardation, she decides to change the name of her son that previously belongs to her brother just to prevent a mentally retarded person to be a member of her family lineage (qtd. in Looney 14).

With the absence of his mother-substitute, Benjy has lost again the sense of life that he has acquired only when Caddy is close to him. He has lost the ability to communicate with his surrounding as Caddy is the only one who helps him to make the link with his world (Adams 13).She makes him feel her trust in his ability to communicate and she has never underestimated him like his real mother who regards him as a curse to the family. She has tried many times to communicate with him as in the following quotation: “you want to carry the letter.” Caddy says “you carry it”(qtd.in Adams 14).In this example Caddy speaks with Benjy as a normal person who may answer her not in words but in gestures as she expects him to do. However, by realizing his disability even to understand her words, she has never given up expressing her feeling as a mother-substitute towards him (Adams 14).

2.3.3.2 .Caddy vs. Quentin

Just like his brother Benjy, Quentin possesses a great love towards his sister, a love mingled with his obsession over her virginity which stands for the honor of the family. He develops this idea of preserving the family honor from his mother who cares about their social status (qtd.in Li 12).His Ego role appears more in his relationship with his sister Caddy when he tries to stand against her involvement in sexual relationships with men. However, his attempts have failed all: when Caddy has never found the suitable atmosphere to grow properly as an upright woman in her society; she has deviated from the norms. She feels restriction all the time from her brothers and from the conventions that her family believes in. When she wants to live in the same way her mother has lived, she has committed a sin of losing her virginity (Kozubikova 24).Instead of caring about her as a girl that should be raised properly to preserve the family honor, Mrs. Compson cares about her daughter’s appearance

.She always warns Caddy not to hold her brother Benjy on her back in order not to lose her beauty (Faulkner 82).

Quentin with his sensitive character is not able to turn a blind eye towards his sister's wrong deeds. He is raised up within the context of the family traditions that have restricted him from expressing his feeling rather he is forced by such mode of life to become adult in a period where he is still in need to live the sweet steps of childhood. This Ego role makes him in constant control of his sister's behavior and in conflict not only with her but also with himself (Cunliff 190; Ch 7). From their childhood, Caddy has proved to be a careless girl whose behavior of taking off her dress in the river has been rejected by her brother Quentin. Besides, even when she has grown old, she has become the reason of her brother's conflict with men that she engages in sexual relations with (Faulkner 39).

Caddy has inherited from her mother this sense of carelessness: she does what she thinks is right for her not for the family. Thus, the only one who bears the outcomes of her frivolous behavior is her brother Quentin. He turns to be an obsessed person who cannot believe that his family honor is corrupted by his sister. He reaches the highest degree of psychological disorder by questioning his identity“ thinking I was I was not who was not was not who” (Faulkner 188). This psychological status has resulted from his conflict with his sister and his attempts to convince her of the importance of being upright in their society, but she seems not to be convinced. She once tells him that she is by nature bad and he cannot make anything to change her (Faulkner 176). The brother-sister conflict ends with the loss of the family honor and with Quentin committing suicide as a solution for the obsession that he cannot bear any more. With the promiscuity of Caddy and the death of Quentin, the Compson family starts to erode gradually as its members started to disappear one by one.

2.2.3.4 Caddy vs. Jason

Caddy and her brother Jason stand in antagonism: they are in constant conflict over Caddy's affairs with men in their town. Jason with his Sadist, materialistic character, is hated by everyone in the Compson family. He practices a psychological pressure on everyone through his authoritarian behavior which is more clear when it is applied on his sister Caddy (Faber 327). Being the super-Ego is an opportunity for Jason to achieve his interests whatever the means are. He is obsessed with money and he cannot imagine his life without it. He is fueled by his mother to practice his cruelty over his sister Caddy and to be in conflict with her.

Jason sees everything in his life from a materialistic perspective even his family relationship. He is an example of a modern man whose values have been erased by the change that his society has undergone and he has acquired a new value of money instead (Easterbrook 71). From his childhood, Jason proves to be a materialistic person: he is all the time holding money even their servant cook's son has noticed this " Jason going to be rich man." Versh says "He holding his money all the time" (Faulkner 55). His relationship with his sister Caddy is based on materialistic interest: from their childhood, Jason used to demand things from her in exchange in order not to tell on her deeds. His sadist and materialistic nature has its roots in his childhood: he has been hated by his entire sibling especially his sister Caddy that he gets pleasure from hurting and annoying her (Par.5 Prince). Caddy as well from her childhood proves to be a careless girl: she has threatened her family to run away as no one seem to listen or understand her. Besides, she cannot bear her brother Jason who has become the Super-Ego of the family doing whatever he wants after the death of his father.

The only one who looks at Caddy's promiscuity as a benefit is her brother Jason. He does not care about the loss of her honor or even about her reputation rather he cares more

about the money and the job that he would lose after the man who has planned to marry Caddy gives her up when he discovers her pregnancy. He interprets this as a betrayal from the part of his sister to a bargain they have made (Kellog 38). This intensifies the sister-brother conflict as Jason starts to use Caddy as his source of income getting pleasure from her suffering. He uses her daughter, Miss Quentin, as bait asking for more money from Caddy in order to allow her to see her daughter "Then when she sent [Miss] Quentin home for me to feed too I say I guess That's right too, instead of me having to go way up north for a job they sent the job down here to me ..." (Faulkner 214). He proves to be not only a sadist, materialistic person but also not worth trusting: Caddy has never trusted him because she knows well his deceptive nature. He has promised his sister Caddy to bring her daughter to see provided that she gives him money. After receiving the money, Jason has brought his niece but he deceives his sister by escaping with the wagon leaving her behind looking at her daughter with tears.

Jason has never respected his sister Caddy and he always uses vulgar words whenever he speaks to her. She once tells him that she has got a lot of money and Jason rudely reacts to her words by saying that she has got this money in the same method she has got her daughter (Faulkner 227). He always refers to his sister as a whore, a bitch and he has put the responsibility of his father's death and the deterioration of his mother's health on his sister Caddy. Besides, he has considered her being the responsible for blackening his name after being famous with the money he used to possess and his position in the town. To avenge for himself, Jason Displaces his hatred from his sister, whom he thinks is responsible for his loss of job, to his niece. In order to recover what he has lost, Jason deprives his niece of the money that her mother used to send. By doing so, Jason proves to have no values except money as he never looks at members of his family as close people to him rather he views them as mouths he must feed (Shamsi and Booryazadeh 41).

Jason proves to be a hypocrite person who insults his sister for her promiscuity while at the same time he engages in relationship with a prostitute. He thinks that his Super-Ego role allows him to do things that are not permitted for others to do. He has failed to fulfill the father role at home and outside by losing his job and, thus he proves to be the wrong person in the wrong place (Sax 61).

2.3.4 Compson family vs. Gibson family : Parents and siblings vs. Servants

The Compson family as white folks seems to interact with their nigger servants in different ways. Members of the Compson family seem to be divided in their views towards their servants: Mrs. Compson with her megalomaniac behavior looks at her servant Dilsey as an inferior race. Whenever she speaks about Dilsey, she speaks in a snobbish way and with pride. Once she has referred to her servants as “darkies” when speaking to her son Jason just to stress upon the superiority of whites over blacks (Faulkner 295). Instead of appreciating Dilsey’s deeds and good character, Mrs. Compson does the opposite. Arrogantly, she reacts to Dilsey’s attempts to make children of the Compson family happy which is normally not a part of her duty as a servant; rather, it is the role of their mother. She mocks at Dilsey’s cake for the birthday of the youngest child of the Compson family, Benjy, without caring about the hurt her words may have on her servant. She pretends that she fears the cheap cake to poison her son, but in fact she despises all what comes from blacks (Faulkner 79).

Dilsey is the Negro cook of the Compson family who is supposed to “bring order out of the sound and the fury created by the Compsons” (Roberts 8). She does her best to keep the Compson family integrated by taking care of their mentally retarded son whom she treats as a normal person, preventing the conflict between Jason and Caddy and taking care of Mrs. Compson. She is the one who has brought up children of the Compson family and who knows

every detail in their life that their mother herself ignores (qtd.in Looney 17).She treats children of the Compson family tenderly as she makes sure that every one of them has taken his dinner before he goes to bed while their mother is not interested about the life of her children (Faulkner 46).

Children of the Compson family are divided in their attitude towards their Negro servant. Just like his mother, Jason considers Dilsey as an inferior person who must obey his orders because he is her owner and a white. Contrary to their brother, the rest of the Compson children show great love and respect to Dilsey who provides them with the care they never find in their mother and they consider her as a member of their family not as a servant. Dilsey, in her turn loves children of the Compson family excluding Jason who never respects her and does always allow them to do things they like to do but their mother prevents them simply because of they have to behave as members of an aristocratic family (Faber 343).

Dilsey is the pillar of the Compson family and the only one who seems to be aware of their future. Her constant observation to the change in the values that some members of the Compson family have undergone has made her expect the end of the Compson family to be tragic (Shamsi and Booryazadeh 42).Roskus, the husband of the Compson's Negro servant, believes that the Compson family is doomed and it would fall apart sooner or later (Rampton 38).He has noticed the change of Benjy's name to get rid of the bad luck and the fact of forbidding the mentioning of their daughter's name in the Compson house because of the sin she has committed , then he realizes that there will be no luck in the place " They aint no luck in this place " Roskus says " I seen it at first but when they changed his name I knowed it " "I seen the sign"(Faulkner 49).

Unlike members of the Compson family, who have underestimated Benjy for being a mentally retarded person, Dilsey and her husband have always believed in the fact that Benjy

is aware of his family's destiny (Faulkner 51). In addition to this, Dilsey has done her best to keep the Compson family unified; however, as things are out of her control, she has not been able to prevent the disintegration of the Compson family that has become inevitable (Cunliff 190).

2.4 Conclusion

Many elements have intersected to make family relationship in the Compson house fragile. It is this absence of maternal and parental love, tenderness and guidance that has not only produced children with unstable characters but also it has made conflict part and parcel of their life. Being a Southern family that has brought up its children with moral values that have been a feature of the Old South and that no longer fit for their modern world, has escalated the psychological unbalance of their children who have found themselves living alienated not only in their family but also in their society that requires them to adjust themselves to the new conditions. As members of the Compson family have not been prepared for their modern world, the family center has become fragile until the family falls apart. It should be noted that the theme of family disintegration in the novel is highlighted through a number of modernist techniques employed in the novel and which allow the reader to get access to the character's "...mental life" and thus, to understand the tragic end of the family (Rampton 39).

Chapter Three:

Major Modernist Techniques

that Highlight the Theme of Family Disintegration

3.1. Introduction

“ the technique of art is to make objects unfamiliar, to form difficult, to increase the difficulty and length of perception” asserted the Formalist Victor Shklovsky (qtd.in Cabrera 83).This quotation brings to the foreground the modernist context that has always proved to be different from the pre-modernist texts through its deviation from the norms. In modernist texts language has surpassed being a means rather it has become an end in itself. In *the Sound and the Fury*, the form is as important as the theme: its function is to draw the reader’s attention, through major modernist techniques, towards a story of a Southern family encountering disintegration. *The sound and the Fury* proves to be an experimental novel as it has deviated from the conventions that have been part and parcel of pre-modernist texts. Its deviation is noticed through the form which is in one way or another complementary to the theme .For this reason, the following chapter is devoted to explain how the form in *the Sound and the Fury* serves to foreground its theme.

3.2 Stream of Consciousness and Time

In the Sound and the Fury stream of consciousness technique and time are interrelated in a way that serves to highlight the theme of family disintegration .Starting with Stream of consciousness technique, the reader has the opportunity to share the character’s experience through their spontaneous flow of thoughts and feelings, and, thus to understand what makes the Compson family reach such a tragic end. Through this technique, the reader

can also get the reality of the character that may not appear to him through his physical profile .In fact stream of consciousness is more effective than the conventional monologue that presents the thoughts of the character in a more logical and ordered manner: with stream of consciousness, the reader is able to penetrate in the character's psyche in particular his unconscious where the truth lies (Li 4).

The First section of the novel is the interior monologue of Benjy, a mentally retarded person, who depends on his senses to reflect to the reader what is going on in his mind and in the Compson house. His stream of consciousness seems to be a result of smell, hearing or vision which helps the reader to realize the nature of his feelings .As an example, Benjy uses the smell of trees whenever he refers to his sister Caddy " ... *Caddy smelled like trees*" (Faulkner 64) .This quotation is Benjy's stream of consciousness in which he relies on his smell to express his love to his sister and this smell is exclusive only to her (Vepkhvadge 197). Being a mentally retarded person, Benjy's disability to express his attachment to his sister Caddy and his deep sadness for her loss is reflected through his stream of consciousness. That is to say, Benjy makes free association between the word "caddie" that he hears while being in the pasture that used to be a Compson property, and his sister "Caddy". Such association is not done randomly rather it makes the reader get the fact that Benjy is very close to his sister in a way that he cannot bear her loss. The smell of trees is familiar to Benjy just like his sister is familiar to him compared to the rest of his family (Vepkhvadge 198).

As Benjy seems to tell the reader about different episodes in the story of his family through his stream of consciousness, his section appears incoherent: Benjy, through his interior monologue, narrates episodes that have no logical connection. This absence of coherence reinforces Benjy's state of mind as a child who observes the decay of his family without being able to interfere (Vepkhvadge 197).This lack of coherence is attributed to

Benjy's disability to make sense of time: he lives in a chaotic world where time doesn't exist. As a result, Benjy moves forward and backward in time in a way that makes the reader puzzled. However, certain clues in this section act as the key to the understanding of Benjy's stream of consciousness. Benjy's three assistants are significant clues that guide the reader to grasp Benjy's spontaneous flow of thought. The three are nigger servants of the Compson family and their association with Benjy is a clue that indicates either the present or the past. The following examples clarify this connection between Benjy's stream of consciousness and time. The first clue is Versh whose presence in Benjy's stream of consciousness indicates Benjy as a child who is very close to his sister. In addition to the aforementioned clue, the following quotation displays another significant clue " *You cant do no good looking through the gate, T. P.said. Miss Caddy done gone long ways away. Done got married and left you. You cant do no good., holding to the gate and crying. She cant hear you.*"(Faulkner 70). The presence of T.P in this stream of consciousness as an assistant indicates the fact that Benjy has attained fifteen years old (Vepkhvadge 198). The last clue is Luster as it is clear in the following example:"*Cant you shut up that moaning and slobbering*", Luster says. "*Aint you shamed of yourself, making all this racket*" (Faulkner 28).This quotation is Benjy's stream of consciousness in which Benjy refers to words has been said to him by his assistant Luster. Luster 's significance is to state that the time of Benjy's interior monologue is the present (Vepkhvadge 198)

The abovementioned episodes are significant as they explain how Benjy's stream of consciousness correlates with time. Most importantly, they contribute as part of style in making the theme clear. That is, by placing these episodes in the context of the Compson family, the reader gets to know the importance Caddy occupies in her brother's life. The first episode guides the reader to know Benjy as a child: during this period of his life, Benjy finds love and tenderness in his sister that he has never found in his mother. In the second clue,

Benjy learns of his sister's absence from home and T.p attempts to convince him that she will not come back. The last episode, Luster's words remind Benjy of his sister after she is gone, but her tender treatment and words have remained as an echo in his mind. In This episode, Benjy has attained 33 years old and disintegration start to appear with the dismiss of caddy and with the materialistic Jason taking the place of his father as the patriarch of the family (Vepkhvdze 199).In the three episodes, caddy is the center in Benjy's stream of consciousness: he is attached to her as a child, as a teenager and as an adult .

Benjy's stream of consciousness is sometimes presented in a form of flashback: through a certain stimulus, Benjy is provoked to recall a memory that has occupied a significant corner in his mind. As an example, once he is instigated by a nail, Benjy reacts through a spontaneous flow of his thought. The nail is a physical clue that makes Benjy , through his interior monologue , present a memory rather than a present moment. To explain more, when Benjy goes out to the pasture with his attendant Luster, he is caught by a nail .This incident stirs Benjy to recall a story with his sister Caddy that he loves a lot. Between the two episodes: with his attendant and that with his sister, the nail is the stimulus. When he is with his attendant looking for a quarter, he is caught by a nail. This episode parallels with the day he goes with his sister to deliver a letter send by his uncle to Mrs. Patterson where his sister draws his attention to the nail that may catch him. The following passage is Benjy's stream of consciousness in a form of a flashback:

Caddy uncaught me and we crawled through .Uncle Maury said to not let anybody see us, so we better stoop over, Caddy said. Stoop over, Benjy. Like this, see. We stooped over and crossed and crossed the garden, where the flowers climbed the fence, where the pigs were grunting and snuffing ... (Faulkner 24)

In the above passage, Benjy's stream of consciousness recalls a memory with his sister Caddy. Being very close to his sister, Benjy makes the reader share a sweet experience

before he loses his sister. Benjy recalls this memory rather than another one because it is linked to a person who is too dear. Besides, it is the fact of not willing to accept her loss that makes him unable to forget any memory associated with his sister, and thus he recalls it whenever there is a stimulus.

Just like Benjy's stream of consciousness uncovers side from the story of the Compson family which is the absence of maternal tenderness and love that is replaced by his sister, Quentin's stream of consciousness sheds the light on another side which is the family honor. Through his interior monologue, the reader gets to see the psychological unbalance Quentin suffers from. His obsession with moral values makes him unable to separate between his reality and his fantasy that are presented the same for the reader. That is to say, due to the fact that Quentin is not able to give up on what has become part of the past in their modern world, he imagined himself confessing to his father the fact of committing incest. It's this obsession with the family honor that makes him mix between what is real and what is just fictive (Anderson 37). The following quotation is Quentin's stream of consciousness that confirms his unbalanced personality " *I have committed incest I said father It was I it was not Dalton Ames ...*" (Faulkner 98). From his interior monologue, the reader gets to know the effect the past has on Quentin's personality: despite the fact that he lives in a new society that doesn't believe in moral values, Quentin sticks to his belief in them which has turned him to an obsessed person who imagines himself telling his father that he is the one to be blamed for the loss of his sister's honor.

Quentin's stream of consciousness is important as it highlights the theme of family disintegration. His stream of consciousness is set when he is studying at Harvard University where he allows the reader to know the causes as well as the consequences of certain actions that have contributed in his family's decay. That is to say, through his stream of consciousness, the reader gets to know about Caddy's promiscuity that is not mentioned

through direct speeches. Thus, the reader knows about the loss of her virginity: the reason that pushes her to commit such sin as well as the consequence of this sin which is the decay of the Compson family (Mathuramani and Ganesan 5). In addition to this , the reader gets to know Quentin's relationship with his father and the influence his father's ideas have on his personality. When he gets access to Quentin's mind , the reader realizes how much Quentin is shocked by his father's words that moral values and honor are meaningless in their modern world " Women are never virgins" (Faulkner 135). This quotation , reflects the words of the father who has turned to a nihilist and Quentin couldn't get them out of his mind. It's through Quentin's interior monologue; the reader get's to know the reason for his decision to commit suicide: his disability to live a meaningless life void of moral values that brought an end to his life and to his family as well (Mathuramani and Ganesan 6).

Just like Benjy and Quentin's stream of consciousness allow the reader to know details in the life of the Compson family and to deduce the reasons that have led to the disintegration of the this Southern family, Jason's interior monologue uncovers the fact that the unsuitable atmosphere children of the Compson family lived in is behind the unbalanced personalities they have developed. In the case of Jason, his materialistic character is a result of his mother's ideas that she has instilled in his mind. She has convinced him of the fact that his sister Caddy has taken his share of money, thus he developed a sadist character who wants to recover his money from her by whatever means (Davis 3). Jason's materialistic nature is made clear to the reader through his stream of consciousness " I just want an even chance to get my money back" (Faulkner 280). From this Quotation, the reader gets to know that Jason is convinced of his mother's ideas and he turns to hate his sister based on what he has learned from his mother.

In addition to stream of consciousness, time in the Sound and the Fury is very significant. The novel consists of four sections that are not ordered chronologically, thus the

lack of coherence is marked in the novel. The first section is set on April 7, 1928; the second on June 10, 1910; the third on April 6 1928, 1928 and the fourth section on April 8, 1928 (Volpe 94). Taking into consideration time in each section, the reader doesn't feel the span of time spent when moving from one section to the other this is because time is psychological. As an example, in the first section Caddy is presented at first as a girl of seven years old, later she becomes adult and she loses her virginity. The reader still consider Caddy as a child because he doesn't feel the passing of time and he realizes that she has become adult only through the presence of her illegitimate child, Miss Quentin, in the Compson house (Faulkner 50). The following quotation confirms backs the idea that time is psychological: Caddy says "I'm seven years old" (Faulkner 37). These words has been said by Caddy at the beginning of the novel and few pages later her illegal daughter is in the Compson house and Caddy is dismissed from the house.

In *the Sound and the Fury*, the past is omnipresent through the flashbacks the characters make to interesting memories in their life. While he is at Harvard University, Quentin makes flashback to his mother's words that have remained an echo in his mind. The following passage confirms this:

"What have I done to have been given children like these Benjamin was punishment ... except Jason he has never given me one moment 's sorrow since I first held him in my arms I knew then that he was to be my joy and my salvation ...".(Faulkner 121-122).

The significance of this quotation as a past incident is the impact these words have on Quentin's psychology. It's this absence of love from the side of his mother that makes him remember her complains and feeling that are exclusive to his brother Jason. In a word, Quentin lives his present which is interrupted by his past and thus, he is like "a man sitting in

an open car and looking backward” (Genevieve 9).As he cannot get rid of the past, Quentin decides to commit suicide.

In the novel, the children of the Compson family seem to live in the past not being able to find a way out to their present world. That is to say, the past haunts their lives in a way it makes their present disguised and it appears only after it has become a memory .For example, when Quentin engages in conflict with a man that reminds him of Dalton Ames who is behind his sister’s loss of virginity, this incident is not presented to the reader the moment it takes place rather it is presented as an event from the past (Hoffman and Vickery 228).

In addition to the technique of flashback, foreshadowing also foregrounds the theme as it gives the reader hints about the future of the Compson family .In one of the scenes in Benjy’s section, the reader is given a clue that makes him anticipate what Caddy’s rebellion in the future. In this scene, Caddy is a child playing with her brothers suddenly she falls in the mud and her drawers turn dirty. The act of “falling down and getting up” is a clue that makes the reader ready to encounter Caddy’s promiscuity in the coming scenes (Mathuramani and Ganesan 4).

Both stream of consciousness and time serve to highlight the theme of family disintegration. Through stream of consciousness, the reader is exposed to interesting details in the Compson family and that has influenced their children like the promiscuity of Caddy that the reader gets to know only from the stream of consciousness of her brothers who are influenced by this incident. This detail that is not exposed through the direct speech of other characters is essential as it has contributed in the decay of the Compson family. In addition to stream of consciousness, time also shows the fact that children of the Compson family and even their parents believe in the idea that the past is never dead as it occupies every part of their present life (Hoffman and Vickery 229).This preoccupation with the past has

contributed greatly in the tragic end the Compson family encounters as it has stood against its ability to adjust to their new society.

3.3 Point of view

The critic Silveira in her article “ Anti-Dialogical subject/ Object Relations in Faulkner’s *the Sound and the Fury* ” has discussed the significance of multiple narrators in highlighting the theme of family decay .Benjy, Quentin, Jason and Dilsey , present this “ ... movement of the theme through different speech types .”(Par.4).This quotation, reflects the four different narrators in *the Sound and the Fury*. The novel is divided into four sections: the first three sections are told by a first person narrator whereas the third one is told by a third omniscient narrator .The shift from a first person narrator to a traditional narrator embodied in a third omniscient narrator contributes in bringing the theme to the foreground (Brennan 55).That is to say, the novel opens with an objective narrator, then shifts to two subjective narrators to end again with an objective narrator. Though the narrator of the first section is a first person narrator, he is objective as he is a mentally retarded person. So, opening the novel with an objective narrator and ending it with an objective narrator serves to highlight the theme. Even the sections are not ordered chronologically because if they are so, the subjective narrators would come first which doesn’t fit the theme (Volpe 94).The theme shifts from Benjy, a mentally retarded person, whose observation to his family relationships makes him aware of its destiny: he may not be able to say it in words, but he tries so through sounds that could not be understood by people around him. Benjy, as a first person objective narrator tells things that are more reliable than what other first person narrators may say: what they narrate may only be their subjective response to certain events. Then, the theme ends with an objective narrator: another conscious member of the Compson house who, out of her observation to the Compson family, expects the disintegration of the family at the end.

In addition to the aforesaid ideas, the fact of starting the novel with a scene where Benjy appears with his attendant Luster and ending it with a scene where Benjy and his attendant are trying to change the routine by taking a different path to the cemetery, thus they end losing their direction (Anderson 40). The fact of opening the novel and ending it with a scene where Benjy appears is significant in the sense that it makes him a reliable narrator whose existence both as a character and a narrator is important. He holds part of the truth about the end his family would encounter which is confirmed by the third omniscient narrator of the last section.

The idea of ambiguity in the novel is also an important gap left in the novel for the purpose of its theme. Though Caddy is the central character in *The Sound and the Fury* since the events of the novel turn mainly around her and as she is the focus of her brother's interest, no section is devoted for her as a narrator (Par.4 Silveira). This ambiguity has been asserted by the critic Edna Brown in her article "A Jungian Analysis of The Sound and the Fury: Faulkner and the Four Functions": "... While it is true, Caddy does not have her own narrative section in *The Sound and the Fury*, she is, nevertheless, an important presence in the novel ... She doesn't have her own voice, she is lost to Benjy, she is rejected by Jason, she is desired by Quentin, and he can't understand or accept her" (Par.12, 28). This quotation presents Caddy as a puzzle whose pieces are given by each one of her brothers: the narrators of the three first sections. Once the image of Caddy is complete, the decay of the Compson family becomes clear for the reader by the end of the novel. That is to say, once the destiny of Caddy is clear, the destiny of her brothers and her family as a whole becomes clear for the reader as well. From different perspectives, the reader gets to know how Caddy's rebellion against the norms of her society has brought the end to her family. It's her belief in the idea that her family's mode of life which is kept from their former situation as an Old Southern family limits her freedom. The reader knows of Caddy's promiscuity, from her brother's

perspectives (Mainar 5). This detail is kept ambiguous and not introduced to the reader from the beginning because it is among the reasons that bring the end to the Compson family. Keeping Caddy ambiguous, makes the destiny of the Compson family ambiguous as well. Thus, when her rebellious character is discovered, the reader learns of the fact that the decay of the Compson family is something inevitable.

3.4. Foregrounding

3.4.1 Foregrounding at the Semantic level

3.4.1.1 Figures of speech

In *the Sound and the Fury*, different figures of speech are used in order to spotlight on the theme of family disintegration.

3.4.1.2 Symbols

The use of symbols is clear throughout the four sections of the novel. They seem to be categorized into two significant types in a way that makes the form go hand in hand with the theme. The first type is called thematic symbols: in this type, the characters in the novel are portrayed as symbols of something. This category of symbols aims to foreground the theme in the novel rather than a specific scene, so it is more general than the second category (Volpe 35). The second category is called narrative symbols: they are the symbols that develop an individual's scene or story within the novel, thus it is narrow compared to the first type and it serves as well to highlight the theme through certain scenes (Volpe 32).

Starting with the first type of symbols, it is worth mentioning that some characters in *the Sound and the Fury* are portrayed as symbols that highlight the theme of family decay: they are representatives of something significant to the theme. As a matter of example, Benjy, the youngest son of the Compson family, is presented as a symbol of "modern man". As he is

a mentally retarded person, he lives alienated in his family. This alienation is caused by the cold emotions that overshadows his family and by a materialistic society where no room seem to be devoted to moral values (Volpe 35).As a result, he has developed an inner world that keeps him detached from his surroundings. In addition to Benjy, Quentin, the oldest son of the Compson family, is another symbol. He stands for the Old South with its traditions, moral values and conservative nature (Mainar 5).This is clear through his obsessive character which remains attached to the Old South not willing to accept their new mode of life that rejects moral values. This appears in his obsession over his sister's honor that he tries to preserve, but he has failed .Moreover, as Quentin symbolizes the Old South, Jason stands for the New South with his materialistic character: he represents this " new social organization" that seeks for money since it is an essential thing in their New Southern Society (Mainar 5).Jason , has proved to be in favor of their modern world as it suits his materialistic personality. He does his best to adapt to the change by trying to have a respected position in their society. Being aware that to have such position requires money, Jason looks at his sister's marriage to a wealthy man an opportunity to get a job at the bank and, thus he would be able to preserve his family reputation after it has lost its fortune (Mainar 5).

The second type of symbols is significant as well since they tell what the characters want to say about their family destiny. As an example, in the first section, the reader learns that the Compson family has sold the last thing it has preserved from their status as a former aristocratic Southern family. It is the pasture that used to be Benjy's property and the selling of this pasture symbolizes decline of the Compson family that is obliged to do so in order to send Quentin to study at Harvard university and, thus to preserve its scratched reputation (Gicking 20).Besides, the fact that the first section of the novel is set in April and ends in the same month does also highlight the theme. April symbolizes "growth and decay" asserted the critic Roberts in his book *The Sound and the Fury Notes*. By making a link to the novel, it

is possible to say that the Compson family has shifted from growth indicated in its former status as a famous family in the Old South to decay indicated in the loss of its fortune and moral values noticed in their New Southern society (10). In addition to this, Narcissus flowers that Benjy holds at the end of the novel are another symbol that stands for the inevitable disintegration of the Compson family (Kinney 142). The fact that the flowers Benjy holds are broken is also a direct symptom of disintegration. Another interesting symbol is the odor of perfume that Benjy smells in his sister Caddy (Kozubikova 25). Perfume symbolizes Caddy's rebellion against the norms of her family and her society that result in the loss of her virginity. Benjy seems to dislike this odor because it makes him aware of his sister's loss of innocence that he likes in her and which has brought the end to the family.

In the second section, a number of symbols associated with Quentin are used to develop certain scenes and, thus to highlight the theme. As a matter of example, The honeysuckle that appears in this section are interpreted by the critic Cowan as a symbol that links "mysteries of sex and death" (qtd .in Li 30).The symbol stands for sex when Quentin links it to his sister Caddy as he is obsessed with her virginity (Li 30). This is confirmed in the following quotation "... The smell of honeysuckle upon her face and throat" says Quentin (Faulkner 166).This quotation is Quentin's stream of consciousness where his obsession with his sister's honor is clear through his focus on parts of her body. The honeysuckle is also connected to death: this appears after Quentin learns of his sister's loss of virginity and he decides to commit suicide as a solution to the truth that he cannot bear (Li 31).The following Quotation confirms his despair " Honeysuckle was the saddest odor of all , I think " Says Quentin (Faulkner 187). Just like other symbols, the honeysuckle is important in making the theme clear as it is associated to two tragic ends, of Caddy and Quentin which have brought the end to their family as well. Besides, the change in the color of the honeysuckle indicates the decay of the Compson family (Shamsi and Booryazadeh 38-39).

Another important symbol in Quentin's section which reflects his obsession with time is that of the watch. Quentin is presented as a character who is trying to stop time by taking off the hands of a watch that has been granted to him by his father as a heritage. An example that best illustrates Quentin's obsession with time is the scene when Quentin goes to the jeweler to repair his watch where he finds a dozen of clocks ticking and even his watch is still ticking. Quentin's attempts to stop time are futile as he still hears the ticking of his broken watch from his pocket (Moss 150).

The symbol of the snake is also important in the novel as it could be used to highlight the disintegration of the Compson family. The snake is interpreted by J. E. Cirlot in his dictionary of symbols as "symbolic of ... destruction" (290). In the novel, the snake appears from under the Compson house when Caddy climbs the tree to understand what is going on in their house. Thus, the snake stands for the disintegration of the Compson family that becomes clear at the end of the novel.

3.4.1.3 Simile and Metaphors

In the first section of *the Sound and the Fury*, Benjy uses a significant simile when he refers to his sister Caddy. When they are children, Benjy used to compare Caddy to the smell of the tree this is to highlight the innocence and the purity he sees in her. The following quotation, is a simile that confirms this idea "Caddy smelled like trees" (Faulkner 26). As he is a mentally retarded person who communicates with his world through senses, Benjy expresses his love and attachment to his sister through the smell of the trees that he likes. However, when Caddy engages in promiscuity and loses her virginity, Benjy no longer smells the odor of trees in her rather he smells the odor of perfume that makes him keep a distance from her as she is no more innocent (Polk and Ross 12). Through this simile, the reader gets to know how Caddy's rebellion has made the decay of her family inevitable.

In the second section of the novel, a significant metaphor is used to highlight the theme of family disintegration. The metaphor is associated to Caddy, the only daughter of the Compson family, who is blamed for the tragic end of her family. In the following example, the implicit comparison appears: “the beast with two backs” (qtd. in Burdiles 28). This metaphor has been said by Quentin when he refers to the sexual relation between his sister and a man called Dalton Ames. In this metaphor, Quentin compares sex to “a deviant animal practice” which is made clear through the expression “two backs”. This latter, makes the idea of sex appear as a deformity instead of something linked to natural human and natural animal activity. From this metaphor, the reader gets the idea that Quentin wants “to dehumanize the sexual activity”. By making a comparison between his sister’s promiscuity, as a human activity, and animal activity when it is done in a deviant way, Quentin expresses his contempt towards his sister’s rebellious behavior (Burdiles 28).

3.5.1.4 Imagery

The critic Davis Thadious has discussed the use of imagery in the first section of the *Sound and the Fury*. As Benjy is a mentally retarded person, he relies on his senses to transmit what he cannot express verbally. Among the sense imagery used in the section is: sight imagery and smell imagery. An example of sight imagery is that of the gate that Benjy keeps on waiting his sister after being dismissed from the house. He thinks by doing so, his sister will come back to the house. His love to his sister makes him follow a group of girls passing by the gate thinking his sister is among them (5). This imagery allows the reader to get how Benjy is in need of tenderness and love that his mother has never expressed that’s why he feels the need for his sister who has always been a mother-substitute. Another example of sight imagery is that of the pasture which no longer belongs to the Compson

family. Benjy is very attached to the pasture even after it has been transformed to a golf course. It reminds him of the sweet memories of his childhood with his sister that's why he cries to be allowed to go out in order to keep gazing at it (5). In addition to the sight imagery, this section is characterized by the use of smell imager such as the smell of perfume (5). The perfume in this section is associated to Caddy when she starts to rebel against the norms of the society. This imagery is significant as it allows the reader to know about the loss of Caddy which is indicated by the smell of the perfume which has replaced that of trees. This evolution from innocence to maturity is noticed by Benjy as it has brought the end to the Compson family.

3.4.2 Motifs

Motifs are among the language devices used in the novel for the purpose of bringing the theme of family disintegration to the foreground. Significant motifs appear in the first section and this includes: the motif of water and shadow. Water recurrently appears in Benjy's section and in most cases it is associated with Caddy .The significance of this motif is clear with Caddy who attempts to purify herself from her sin of promiscuity with water. As an example, in one of the scenes Caddy starts to put perfume whenever she goes out and she is still young .The odor of perfume is disliked by her youngest brother ,Benjy, who starts to fear the loss of her innocence. As she has noticed her brother's change of behavior towards her, Caddy uses water to purify herself from the odor of perfume and, thus to make Benjy feel her innocence again. Another scene where water appears is when Benjy spots his sister kissing a man called Charlie. When Caddy goes home, she washes her mouth thinking by doing so she will purify herself from her sin (Ibrahim 64).

Another motif used in the novel is that of shadow and it is associated with Quentin. The significance of this motif is that it stands for Quentin's obsession with the past and the moral values that appears to him as a shadow (Roberts 38). This shadow is associated with Quentin because he is not capable to cope with his New Southern society. The following quotation confirms this idea. " I stopped inside the door , watching the shadow move .It moved almost perceptibly , creeping back inside the door, driving the shadow back into the door" (Faulkner 100). This quotation, Shows Quentin's disability to adapt to the change as he is not willing to forget the past. The backward movement of the shadow reflects Quentin's obsession with his shadow that stands for what used to exist before (qtd .in Gicking 55-56) .Both examples of motifs are significant to the theme: the first one allows the reader to know how Caddy 's sin influences her brothers and her family , the second motif allows the reader to see the influence the past has on Quentin who finds himself in a world alien to him and whose attachment to the past brings the end for his life and the end to his family.

3.4.3 Foregrounding at the graphological level

3.4.3.1 Italics

In *the Sound and the Fury*, The use of italic type is very significant as it guides the reader to understand the story of the Compson family .The italic type, serves to highlight the shift from the present to the past or vice versa (Rivers 35). This shift is significant in the two first sections of the novel as it shows how memories occupy the biggest part in the character's present moment. Without the italic type, the reader would not be able to understand the story of the Compson family nor the reason for the character's psychological unbalance and he would be lost in a fragmented text. However, through two different types: the italics and the roman, the reader is somehow able to make a difference between what is present and what is

past in the life of the characters. As a matter of example, in Benjy's section, Benjy shifts from the present to the past and this shift is introduced through the expression "*Caddy uncaught me*" (qtd. in Polk 147). This quotation brings to Benjy's conscious a memory that has been suppressed in his unconscious. It is a memory that he has with his sister Caddy the day they are asked by their uncle to deliver a letter to Mrs. Patterson. Once Benjy goes back to the present, the text is written in roman type (Polk 147).

Italic type is used also with verbs for the purpose of foregrounding. In Benjy's section; verbs are written in italics to highlight their tense. That is to say, though Benjy is narrating in the present, verbs are put in the simple past and in order to draw the reader's attention to this, they are written in italics. This is the case even when he recalls the past; it is presented as a present moment. The following example clarifies the idea: "*Caddy said*", "*it was sitting*". These verbs have deviated from their usual functions: instead of showing an event that has happened in the past and are over, they show events that happened in the past and still happening in the present. This deviation in verbs is significant as it shows Benjy's disability to differentiate between his past and present (Evers 15). Italic type is significant as it foregrounds certain necessary details that help the reader to understand the story of the Compson family and the tragic end it encounters.

3.4.3.2 Punctuation and Capitalization

In the *Sound and the Fury* deviation is marked also through punctuation and capitalization for the purpose of drawing the reader's attention to certain details in the character's stream of consciousness and, thus to get a hint to understand the disintegration of the Compson family. In the first section, Benjy's interior monologue always ends with period instead of other ending punctuation such as the question or exclamation mark. The

significance of the period is to highlight the limits of Benjy's ability to communicate with his surroundings (Bloom 23). The following example, clarifies the unconventional use of punctuation : " what is it."Caddy said. " What are you trying to tell Caddy. Did you send him out, Versh."(Faulkner 26) .In this example, Benjy records what his sister tells him the way he perceives her speech that's why instead of a question mark, he uses period at the end of her question. This confirms the fact that the problem Benjy has in language, in particular in punctuation, reflects the problem of communication with his external world which is embodied in his family. Moreover, this unconventional use of Punctuation makes Benjy's emotion seem the same as the device that helps the reader to make difference is used in unusual way. For example, Benjy mentions in his section many times that he is crying; however, due to the deviation in punctuation, the reader cannot decide whether his emotion is a simple weeping or an aggressive one (Polk 146).

Deviation in terms of punctuation is also marked through the long paragraph that lacks punctuation. The following example confirms this idea: " and Ill tell you how it was Ill tell you father then it ll have to be because you love father then will have to go away amid the pointing and the horror the clean flame will make you say we did Im stronger than you Ill make you know we did you ...".The absence of punctuation in this example reflects Quentin's psychological profile: it reflects his detachment from reality that results from his obsession with the past (qtd. in Moss 149).

In addition to the unconventional use of punctuation, deviation in capitalization is also marked in the novel. The following example confirms this deviation: " ... it was not Dalton Ames And when he put Dalton Ames ... when he put the pistol in my hand I didn't."(qtd.in Bloom 20).The conjunction "and" is capitalized in the middle of the quotation just to draw the reader's attention to the fact that what is coming is more important .What comes after the conjunction is important as it refers to a conflict Quentin has with Dalton

Ames, the man who is responsible for his sister's loss of virginity, and Quentin wants the reader to pay attention to this detail. Just like punctuation, Capitalization is significant as it attracts the reader to certain details that helps him to understand what makes the Compson family decline .The conflict between Quentin and Dalton Ames over his sister's honor is an important reason that has led to the disintegration of the Compson family that's why it is highlighted by the capitalization of the conjunction.

Another interesting example has been mentioned by the critic Carvel Collins where deviation in terms of capitalization is noticed. In Quentin's section, the personal pronoun "I" changes from its usual upper-case to a lower case "i". This shift is marked when Quentin, the oldest son of the Compson family, decides to commit suicide; specifically, the last moments in his life (qtd.in Bloom 166).Such deviation evokes Quentin's psychological status :his loss of hope towards his modern life makes him wish death. Quentin by such shift seems to downgrade himself from Quentin of the past to Quentin of the present whom he sounds to despise.

3.5 Allusions

Allusion is an essential characteristic of a modernist text and *the Sound and the Fury* is the best example where indirect reference to other literary works is marked. The title of the novel is an allusion to William Shakespeare's play Macbeth particularly to the fifth act , the fifth scene .The lines that parallels with the novel are as follows: " It is a tale / Told by an idiot , Full of Sound and Fury, / Signifying nothing ." (*Macbeth*. 5.5.10-12).These lines has been said by the protagonist, Macbeth, in the play the moment he learns of his wife's death .Macbeth turns to be fool when he has heard this news that makes him view life as meaningless as it is asserted in his words" Life's but a walking shadow"(*Macbeth* 5.5. 8). According to the critic Carvel Collin, the connection between the two literary works appear in

the first section. In this section, Benjy is an idiot who tells a tale of his family in a mode full of Sound and Fury. Just like Macbeth views life as meaningless, Benjy also views life as meaningless and absurd as he is a mentally retarded person who is detached from his surroundings. Since he communicates with his surroundings through senses, Benjy portrays life of his family, which is characterized by constant conflict, as full of Sound and Fury (Pecker 8). The allusion to these lines from Shakespeare's play makes the reader, who is knowledgeable of the play, see the meaninglessness that characterizes life of the Compson family in their modern world which is empty of humanistic values that has been part of their previous mode of life. The disappearance of moral values in their society has contributed in the tragic end the family has faced just like the tragedy of Macbeth.

Another interesting allusion that appears in the novel is the Garden of Eden and the apple tree. Near the Compson mansion, there is an apple tree that Caddy climbs the day of her grandmother's death in order to know what is going on in their house. Caddy is the equivalence of Eve: when she climbs the tree, she has disobeyed her father's words and has not cared about punishment. In doing so, she is like Eve when she has eaten the apple from the forbidden tree regardless of God's warning (Pecker 5). The fact of mentioning Satan is another sign to the garden of Eden and the tree of knowledge: when Caddy climbs the tree, the nigger cook refers to her as Satan and asks her to come down. Caddy is similar to Eve in the idea that both has committed a sin: just like Eve's sin has influenced the humanity as it is indicated in the Bible, Caddy's sin of promiscuity has led to the disintegration of her family (Pecker 4). Her promiscuity is portrayed in her muddy drawers that her brothers notice when she climbs the tree and which is a sign that makes the reader expect her to commit such a sin when she becomes adult. That is to say, Caddy's sin is expected from her childhood as she proves to have a rebellious character.

In addition to the aforementioned literary works, the novel makes an indirect reference to a literary work that belongs to the Jazz Age: it is F. Scott Fitzgerald's novel *The Great Gatsby*. The reference to this novel appears at the end of *The Sound and the Fury* when Jason, one of the Compson's children, goes to the circus in search of his niece; he is dismissed by its owner. In his way back home, Jason spots "a sign in electric lights: keep your [...] on Mottson, the gap filled by an eye with an electric pupil" (qtd. in Pecker 17). In *The Sound and the Fury*, a human eye is drawn in the above brackets. As the eye is drawn instead of a word, it attracts the reader's attention as it is something unconventional to find in a novel. In *The Great Gatsby*, there is an eye associated with the character of Doctor T.J. Eckleburg who keeps on gazing from a billboard at the doctor just like the eye that keeps on gazing at Jason when he goes back home. The eye in American literature and in both literary works either in *The Great Gatsby* or *The Sound and the Fury* signifies the moral bankruptcy (Pecker 17). Jason, in *The Sound and the Fury* gives up his moral values for the sake of gaining money that allows him to have a respected position in modern world. The result is not only financial bankruptcy but also moral one. The significance of this allusion to the theme lies in the detail it uncovers: it allows the reader to see how the materialistic nature of the son contributes in the disintegration of his family.

3.6 Conclusion

What have been mentioned before are examples of major modernist techniques that have contributed in highlighting the theme of family disintegration. It is this innovation in the form that attracts the reader to observe the theme. Through different language devices, the reader gets to understand the story of the Compson family: the psychological problems of every member of the family which has contributed in its tragic end. Besides, the reader in *The Sound and the Fury* finds himself involved in the story of this Southern family as certain devices provide him with details that characters may not reveal and, thus, he may draw his

own conclusion that the decay of the Compson family is inevitable. Most importantly, in *the Sound and the Fury*, as a modernist text, the reader is given much freedom for his own interpretation. It is the reader who is supposed to make meaning to the text with the help of those modernist techniques.

General Conclusion

William Faulkner has always expressed his interest in the American Southern society using his literary works for the purpose of shedding light on remarkable issues that have characterized such society. The *Sound and the Fury* is among his fictional works where the problem of family disintegration in the Southern society is mirrored. Through the story of the Compson family, Faulkner reflects the position the family occupies in the American Southern society whose change in the mode of life makes it fall apart.

The first chapter, in this dissertation, has provided a historical overview of the American Southern society. This chapter makes it clear that the American Southern society before the Civil War was markedly different from that after the Civil War. It was the Civil War that has marked this transition from an Old Southern society to a New Southern society. An Old Southern society defined by its agrarian nature, aristocratic traditional mode of life, its patriarchal system, the importance given to moral values and to family honor. This kind of conservative society, which has been based on "humanistic values", has been erased by the changes the Civil War has introduced and replaced by a New Southern society. This latter, is a money-oriented society based on "commercial values" (Velo 95). That is to say, a society where money has replaced moral values by being the only value that people seem to possess. Being the cornerstone of the American Southern society, family has been greatly influenced by these changes. Besides, it is this shift from a patriarchal society to a matriarchal one that has weakened the power of the father in the household, the family ties and thus, has led to the disintegration of the Southern family.

In addition to the aforementioned change, this chapter discusses other events that have followed the Civil War and that have greatly influenced the American Southern family. The Industrial Revolution that has influenced the Southern family in a way it has changed the old

type of the family from a large to a nuclear one. In addition to the Industrial Revolution, the Great Depression of the 1930s has not only shaken the American Southern family by making it financially unstable but also by contributing in its decay.

The second chapter in this study has been devoted to discuss the theme of family disintegration in the novel. In this chapter, the theme has been tackled through a psychoanalytic approach by referring to two Freudian theories of Oedipus complex and structure of the mind. When he psychoanalyzes the characters in the novel, through the Oedipus complex theory, the reader is exposed to brother-sister relationship where the maternal love is absent and the sister acts as a mother substitute to her mentally retarded brother. Through such oedipal relationship, the reader gets to know the importance the sister has in her brother's life: she tries to fill the emotional gap that has been left by the biological mother. This is possible via the love and the tenderness the sister provides to her brother. The significance of such theory lies in the fact that it uncovers one of the reasons that has brought the end of the Compson family. It is this absence of the maternal role in the family that has produced not only children who are psychologically unbalanced but it has also contributed in making the family erodes until it has fallen apart.

Just like the theory of Oedipus complex uncovers one side from the story of the Compson family, the structure of the mind theory reveals another side. Children of the Compson family form together the psyche of their family: each one seems to stand for a part from the human mind that Freud has set. It is through this theory the reader gets to observe the psychological problems the three children of the Compson family suffer from which have made conflict part and parcel of their life. It is this power that the super-ego, Jason, tries to impose in the family and the censorship the ego, Quentin, applies in the family towards what is immoral that creates such conflict. Despite the attempts of either the ego to prevent the

deviation of the family or the super-ego to maintain order in the family, the Compson family declines as its members could not adjust themselves to their modern world.

The main aim of chapter three is to analyze the theme of family disintegration with reference to the novel's form. In the *Sound and the Fury*, the form is designed in a way that serves to highlight the theme of family disintegration. Through major modernist techniques, the reader's attention is attracted to the story of an aristocratic Southern family facing decline. Through stream of consciousness technique, flashbacks, foregrounding and other significant techniques, the reader is given the opportunity to get more details about the Compson family that direct speech of characters may not reveal; rather, through certain language devices, the reader can share the characters their experience in a modern world which is peculiar to them. Then, based on his experience with the text, the reader may observe symptoms of disintegration and he may even expect the decline of the family to be their destiny at the end. The existence of such modernist techniques serves as a guide for the reader in a way it draws his attention towards one purpose which is the theme of family disintegration.

To conclude, the results of our study have shown how the transformation of the American Southern society has greatly shaken the psychological balance of the characters and how such influence have contributed in the disintegration of their family. It has also demonstrated that language of the characters is a reflection to such an influence. In fact, the historical background that has been mentioned in the first chapter, has stresses upon a transition from a humanistic to a capitalist society and by making a link between this shift and the novel, it appears that the Compson family has been influenced by such a change. In a word, the Compson family, as an American Southern family, has been a victim to the changes in its society that could not be resisted. Besides, when it has tried to live with its old mode of life in a modern world, the result was its degeneration.

This dissertation could be a path for further researches in the same field. Studying the *Sound and the Fury* from the angle of the theme of family disintegration has been an opportunity to remark other black corners in the novel that could be illuminated through future researches. When reading the novel, traces of the author's life could be observed by the reader, so this makes it possible to make a connection between William Faulkner's personal life and the life of the Compson family in the novel. Another point which has not been tackled in this study and which could be a starting point for another research is the study of the setting in the novel as it is an essential element in American literature and in Faulkner's Yoknapatawpha novels.

Works Cited Page

1. Primary Sources:

Faulkner, William. *The Sound and the Fury*. New York: Random House, 1956. Print.

2. Secondary Sources:

Abrams, M.H. *A Glossary of Literary Terms*. 7th ed. United States of America: Earl McPeck, 1999.

Adams, Josephine. "' It takes two people to make you ': Understanding Sibling relationship Through the intersection of Loss and Language in William Faulkner's *the Sound and The Fury* and *As I Dying*". *B.A Thesis*. University of Michigan, 2014 .

Anderson, John Dennis. *Student Companion to William Faulkner*. The United States of America: Greenwood Press, 2007.

Brown , Edna. "A Jungian Analysis of *The Sound and the Fury*: Faulkner and the Four Functions". *Southeast Missouri State University*. 3 Nov 2015. Web. 22 Feb 2015.
<http://www.semo.edu/cfs/teaching/17677.html>

Boles, John B ed. *A Companion to the American South*. USA: Blackwell Publishers Ltd, 2002.

Berger, Vincent. " Hypochondria". *Psychologist Anywhere Anytime*, 2005 .web.14 Feb 2015.
http://www.psychologistanywhereanytime.com/disorders_psychologist_and_psychologists/psychologist_hypochondria.htm

Bloom, Harold, ed . *William Faulkner's the Sound and the Fury*. The United States of America: Infobase Publishing, 2008.

Brennan, Ann. " Learning to Read and Searching for Meaning with William Faulkner"

. *The Journal of the Honors Program*, 2007.

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.marywood.edu%2FdotAsset%2F117687.pdf&ei=tbE_Va_SJdTrau64gPgC&usg=AFQjCNHqDdCTLNMrvIMVtRjmwRJJnOfrBQ

Burdiles, Francisca Andrea. "The Girl with the Muddied Drawers: A Symbol of Absence and the Uncontrollable Forces ". Final Grade Seminar . University of Chile, 2012 .

<http://repositorio.uchile.cl/handle/2250/110896>

Cudden, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Great Britain:

The Penguin Group, 1976.

Cunliff , Marcus. *American Literature since 1900*. UK: Penguin Books Ltd. 2 Sept

1993, 3rd ed .print.

Cook, Robert. *Civil War America Making a Nation 1848-1877*.Great Britain: Pearson Education, 2003.

Cabrera, Maria Teresa. " Benjy's Memory and Desire: the Defamiliarization of Time in the First Section of the Sound and the Fury". *Many Sundry Wits Gathered Together*, 1996: 83-

91.

Cirlot, J.E. *A Dictionary of Symbols* .London: Routledge & Kegan Paul Ltd, 1962.

Daiches, David. *Critical Approaches to Literature*. London: Longmans, Green

and CO, 1956.

Doyle, Don H. "Faulkner's Yoknapatawpha and The Southern History Narratives". 2015.

Web. 17 Mar 2015.

<http://www.google.dz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCAQFjAA&url=http%3A%2F%2Fwww.library.vanderbilt.edu%2FQuaderno%2FQuaderno6%2FDoyle.pdf&ei=67FDVcPHH4XuUqyTgIAO&usg=AFQjCNHfQWh723DO3UM4N37BTw-O3HDjgw>

Davis , Thadious."Lecture Four on *the Sound and the Fury* ".*Oprah 's Online Book Club*,

July/Aug 2005.

Evans, Dylan. *An Introductory Dictionary of Lacanian Psychoanalysis*. London and New

York: Routledge , 2006.

Easterbrook, John."Sins of the father: Patriarchy and the Old South in the Early works of

William Faulkner". *The Oswald Review: An International Journal of Undergraduate Research and Criticism in the discipline of English* (2004). Vol.6:iss.1, Article 5.

Evers, Stephanie K. ."Trying to Say': Narrative Aesthetics and Patriarchal Language in

Faulkner 's the Sound and the Fury ". *MA Thesis*. University of South Alabama, 2009.

Felluga, Dino. "Terms Used by Psychoanalysis." *Introductory Guide to Critical Theory* .July

17, 2002 .Web . 05 Feb 2015.

<<http://www.purdue.edu/guidetotheory/psychoanalysis/psychterms.html>>.

Faber, M. D."Faulkner's the Sound and the Fury: Object Relations and Narration Structure".

American Imago. Wayne State University press, 1977.

Ford, K lacy, ed. *A Companion to the Civil War and Reconstruction*.UK: Blackwell

Publishing Ltd, 2011.

Guerin, Wilfred, et al. *A Handbook of Critical Approaches to Literature* .Oxford : Oxford

University Press, 2005 .

Genevieve, Gebhart .“Fractured Humanity in a Broken South: Modes of Rhetoric in the

Sound and the Fury”.*Intersection*. Vol 11, n. 02 (2010):1-9.

https://depts.washington.edu/chid/intersections_Autumn_2010/Gennie_Gebhart_The_Sound_and_the_Fury.pdf

Gicking, Jessie.“ Disabled Male: the Legacy of Faulkner’s Benjy in 20th Century American

Literature”. *MA Thesis*. The State University New Jersey, Jan 2012.

Harris, J. William. *The Making of the American South .A short History, 1500-1877*.UK: Blackwell

Publishing LTd, 2006.

Holmes, Roy Hinman.“Influences of the Industrial and Social Revolution upon the Agricultural

Industry of America”. *American Journal of Sociology* .USA: the University of Chicago Press

.Vol. 24, No. 6 (May, 1919), pp . 692-703.

Hoffman , Fredrick , and Olga W. Vickery , ed. *William Faulkner Three Decades of*

Criticism. New York and Burlingame: Harcourt Brace, 1960.

Ibrahim, Massarra Majid.“ Water Motif in William Faulkner’s *the Sound and the Fury*” .*Al*

Fatih Journal. No.33, 2008 .

John, Bassett .*William Faulkner: The Critical Heritage*. London and New York: Routledge Taylor and

Francis group, 1997 .

Kim,woo. " Freud: The Structure of the Mind". *Issues on Constitutional Law*. Mar 20, 2001.17
Apr 2015.

Kellog, Stephanie. "Brothers and sisters in William Faulkner's *the Sound and the Fury* and
Absalom, Absalom! .Honors Theses" . Paper. 819. Western Michigan University, Apr
21, 2004.

Kinney, Arthur F. *Faulkner's Narrative Poetics: Style As Vision* .The United States of
America: University of Massachusetts Press, 1978.

Kozubikova ,Kristyna. " Unsuccessful Female Rebels in William Faulkner's Fiction".
Bachelor's Diploma Thesis. Masaryk University, 2012.

Li, Ping. "Freud and Lacan's Psychoanalytic Perspective and Faulkner's the Sound and the
Fury ".*MA thesis*. McGill University, Montreal, Mar 1992.

Looney, Joshua ."Benjy, Caddy, and Freud: Identity in Faulkner's *the Sound and the Fury*".

Alpha Chirecorder Undergraduate Issue.Vol.55, No.1.USA: Recorder, 2012.

<https://www.alphachihonor.org/tasks/sites/default/assets/file/flipbook/2012SpringRecorder/files/inc/579435349.pdf>

McNeese,Tim. *Reconstruction and Life after the Civil War* .United States of America:
Infobase Publishing, 2009.

Miall, David S, and Don Kuiken." Foregrounding, defamiliarization, and affect: Response to
literary Stories". *Poetics* 22 (1994) 389-407.

https://www.ualberta.ca/~dmiall/MiallPub/Miall_Kuiken_Foregrounding_1994.pdf

--- "megalomania". *The New York Times*, Jan 13, 2014 .n. p. web.08 Mar 2015.

<http://learning.blogs.nytimes.com/2014/01/13/word-of-the-day-megalomania/>

Mathuramani , K , and S. Ganesan . "Technique of Stream of Consciousness in Faulkner's *the*

Sound and the Fury". *Lapis Lazuli-An International Literary Journal*. Vol.II .Issue I,

2012.

Mainar , Luis M. Gacia. "William Faulkner's *the Sound and the Fury*: the Status of the Popular

in Modernism " .*Revista Alicantina de Estudios Ingleses* 12, 1999:61-73.

Moss, Katie Reece. "The Power of Timelessness and the Contemporary Influence of Modern

Thought". *Diss.* Georgia State University, 2008.

Nam , Charles B. "The Concept of The Family: Demographic and Genealogical Perspectives".

Sociation Today. Florida State University: Center for Demography and Population

Health Volume 2, Number 2 .Fall 2004.

O'Callaghan, Bryn. *An Illustrated History of the USA* .UK: Longman Group, 1990.

Pecker, Petterson Aili. "The Use of Allusions in William Faulkner's *the Sound and the Fury*".

Autumn Term. Lund University, 2011.

Phillips, T. Neil. *Bad Blood: the Southern Family in the work of William Faulkner*. MA Thesis.

University of Massachusetts, Amherst, 2011.Print

Polk, Noel, and Stephen M. Ross . *Reading Faulkner: the Sound and the Fury* .The United

States of America: University Press of Mississippi, 1996.

Polk, Noel, ed. *New Essays on the Sound and the Fury*. The United States of America:

Cambridge University Press, 1993.

Prince, M Jeremy. "The Sound, the Fury and the Decline of the South". *The Academic*

Writing of Jeremy M. Prince, 2009.

Ridgway, Ian. "Theory & Practice 1: Lecture 3 Sigmund Freud (1856-1939)". Semester1

2006-2007.Lecture.

<http://www.docdatabase.net/more-sigmund-freud-1856-1939-834218.html>

Romer, D.Christina. "Great Depression". *Encyclopedia Britannica*, December 20, 2003.3 Apr 2015.

<http://www.britannica.com/EBchecked/topic/243118/Great-Depression>

Rueckert, H William. *Faulkner from within Destructive and Generative being in the Novels*

of William Faulkner. The United States of America: Parlor Press LLC, West

Lafayette, 2004.

Roberts, L. James. *The Sound and the Fury Notes*. Nebraska : Cliffs Notes Inc, 1992.

Rampton, David. *William Faulkner A Literary Life*. New York: Palgrave Macmillan, 2008.

Rivers, Anne Patricia. "The Narrative Poetics of William Faulkner: An Analysis of Form and

Meaning". Thesis. McGill University, Montreal, 1996.

Siegfried, William. "The Formation and Structure of the Human Psyche". *Athene Noctua*:

Undergraduate Philosophy Journal. Issue No. 2 (Spring 2014). print.

Shamsi, Habibe , and Seyed Ali Booryazadeh. *The Sound and the Fury: A Collapse of Missunder- Stood Identities*". MA. Shiraz University, Shiraz, Iran. *International Journal on Studies in English Language and Literature (IJSELL)* .Vol 2, Issue 9, September 2014 , PP 36-43.

Sage, Henry J. "The Ante-Bellum South: Life on the Plantation". Saylor.org.2010: 1-16.

[Http:// www.antebellum/topics/antebellum.html#plantation](http://www.antebellum/topics/antebellum.html#plantation)

Sax, Boria. *William Faulkner's the Sound and the Fury Max notes* .New Jersey: Research and Education Association, 1996.

Scott, Evelyn. " On William Faulkner's the Sound and the Fury". New York: Jonathan Cape and Harrison Smith INC, 1929. October 5 , 2015.

Silveira, Luiz Augustoda. "Anti-Dialogical Subject /Object Relations in Faulkner's the Sound and the Fury" *Ensaio e Paio* , 27th November 2012.

<http://ensaiosepaio.blogspot.com/2012/11/anti-dialogical-subjectobject-relations.html>

Shakespeare, William. *Macbeth* .England: Penguin Group, 1994.

--- " The Great Depression". *Eyewitness to History*, (2000): n. pag. Web. 5 Apr 2015.

www.eyewitnesstohistory.com (2000).

Volpe, L. Edmond. *A Reader's Guide to William Faulkner: the Novels*. New York: Syracuse University Press, 2003.

Vepkhvadge, Tatiana. " 'William Faulkner's Narrative Mode in the Sound and the Fury' A Stream of Consciousness Technique or Interior Monologue Used in Benjy's Section" *.Humanities and Social Sciences Review*, 2013.

Woodworth, Steven E. *Cultures in Conflict: The American Civil War. The United States of America:*
Greenwood Press, 2000.