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Auszug aus:

*Interpretation zu Huxley, Aldous - Brave New World (in
englischer Sprache)*

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Preface	5
1. Aldous Huxley: Life and works	8
1.1 Biography	8
1.2 Historical context	14
1.3 Details and explanations of important works	21
2. Text analysis and interpretation	25
2.1 Origin and sources	25
2.2 Summary	27
2.3 Structure	36
2.4 The characters and their constellations	40
2.5 Glossary	51
2.6 Style and language	56
2.7 How to approach an interpretation	60
3. Topics and assignments	70
4. Reception of the novel	73
5. Materials	76
Bibliography	80

Preface

Genetic engineering, cloning, biochemically altered substances – our times are full of dangerous concepts and dangerous scientific experiments with life. Are we becoming richer as a result – or are we becoming poorer? Now, even progress in the field of medical technology is unstoppable and each one of us is already playing his part in futuristic developments, but without sparing a thought for where these may be taking us. From time to time, we should stop for a minute and think about everything that we take for granted in life. We should be like *John the Savage* from Aldous Huxley's novel ***Brave New World***: We should think of ourselves as guests in this world, absorb it and reflect upon it. We should always be aware of the fact that we are individuals who have feelings and thoughts and who are capable of communicating language and criticism. It is up to each and every one of us to do everything in our power to make sure that we do not lose these aspects of our own human individuality.

In Huxley's novel, a young man leaves a Native American Reservation and arrives in a rigidly controlled, uniform world ruled by World Controllers. It is a world in which people have been made happy by the most subtle of scientific methods and by gentle force. The young man struggles to come to terms with the philosophy and customs of this soulless new world and, after trying in vain to fight against its inhumanity, finally succumbs to the system.

Even today, eighty years after its first publication, there is a certain amount of uneasiness when reading Huxley's novel. While some parts of the novel seem amusing as we have progressed in time, others trigger feelings of fear and anxiety about the future.

The World State with its perfected surveillance technology and manipulation techniques may not yet have become a reality, but 'Big Brother' is already among us. The speed of change which affects almost every aspect of our lives is increasing by the day. This is why *Brave New World* can be considered a contemporary work, a novel of Today and Tomorrow. It is also easy to understand, even though Aldous Huxley, a polyhistorian and generalist like few others, at times does make it hard for us to follow his thought processes. Nevertheless, his message remains clear.

The purpose of our guide is to help the (young) reader reach a better understanding of this novel and its message. While this analysis has been written in as much detail as required, in the interests of those who would prefer to economize on the time spent studying all the information, thoughts and materials available, the issues we have addressed have not been drawn out longer than necessary: The **introductory chapter** of this guide has been confined essentially to the main facts (1.1–1.3). Here our aim is to identify the different stages of Huxley's journey through life and the many paths that cross it (literature and philosophy, science and religion, different cultures and languages of the world). The intention is to pinpoint the links between his life and his works, and *Brave New World*, in particular. This is followed by an **analysis of the novel** itself over the course of a number of interrelated sections (2.1–2.7). The glossary of terms (2.5) could be extended by dozens more. Indeed, an entire book could be devoted to this topic. However, we expect that, once on track, the student will be able to continue on his own. – At the end of this part of the guide (2.7) students will find a number of quotes which they should find helpful with formulating their own interpretation. The chapter entitled **Topics and Assignments** (3.) offers students the opportunity to

test their understanding in written form. Here they will also find examples of creative assignments relating to the topic. **The chapter on the reader responses** takes a short look beyond the reception of *Brave New World* as a critical novel or work of art (4.). – The quotes in the concluding chapter on **Materials** relate to the **literary genre of utopian novels** to which *Brave New World* belongs (5.). – Finally, the relatively long **bibliography** lists all the books which are readily available to help the student understand Huxley's novel. Although they go beyond the scope required for this novel, we would encourage students to read further. Even dedicated fans of Huxley may discover something new. –

We would further like to draw the reader's attention to a few formal aspects. The accompanying **textual fields** contain central key words relating to the content of each chapter, and chapters 2.3 and 2.4 have been supported by **illustrations** which should help the student reach his own interpretation.

This guide is based on the 2004 English edition published by Vintage, in which Mustapha Mond (World Controller), Tomakin (DHC), Henry Foster, Bernard Marx, Helmholtz Watson, Lenina Crowne, Linda and her son John ('the Savage') are the main characters.

We hope that everyone who reads Huxley's novel will find it entertaining and would, of course, be delighted if this study guide helps the reader to gain a deeper insight into this work.

Year	Place	Event	Age
1962	Los Angeles	His novel <i>Island</i> is published. Huxley had spent six years writing it and this work is seen as his legacy.	68
1963		His last book is published, a collection of essays entitled <i>Literature and Science</i> , in which Aldous tries to connect art with science. He dies of cancer on 22 November in Los Angeles.	69
1964		<i>Shakespeare and Religion</i> is published posthumously.	

(4) On her way to meet Henry Forster for a game of golf, Lenina meets Bernard in a crowded lift. In a loud voice, she tells him that she would love to accept his invitation to join him on his trip to New Mexico after all (p. 49 f.). Bernard, who finds it difficult to talk about such private matters in public, is embarrassed and confused by the whole situation. He does not begrudge others' happiness but feels guilty and inferior about not being able to feel these basic emotions himself. Helmholtz, who is a lecturer at the 'College of Emotional Engineering' (p. 57), fails to cheer him up. He feels sorry for him, but at the same time he is also rather ashamed for him.

(5) Lenina and Henry enjoy their game of golf and decide to end the day in a newly opened cafe near Henry's apartment. Lenina begins to question some of the phrases used in the World State which have repeatedly been hammered into her. She wonders about death and the fact that '[m]ore than a kilo and a half per adult corpse' of phosphorus is recovered for the gardening sector (p. 63). To rid herself of these bothersome doubts and horrible thoughts, she takes a dose of 'soma'. - Meanwhile, Bernard has gone off to attend the 'Solidarity Service' which is held on alternate Thursdays (p. 67). The participants all take 'soma', but Bernard fails to find the 'calm ecstasy of achieved consummation' because his mind is on other things (p. 74). The experience leaves him feeling more isolated than ever.

(6) Lenina recalls her first trip with Bernard. Back then, she had not understood what he had meant when he had said: 'How is it that I can't, or rather - (...) I know quite well why I can't - what would it be like if I could, if I were free - not enslaved by my conditioning' (p. 78). Nevertheless, she enjoys his company and is looking forward to their week-long trip. - When the Director grants them a permit to travel, this makes him think back to the time that he had travelled to New Mexico accompanied



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