

DEHUMANIZATION IN KAZUO ISHIGURO'S *NEVER LET ME GO*

Kalaiselvi. P*, Meenambiga. S¹, Monika. M², Arthi. I³, Vidhya. T⁴

²PG and Research Department of English, Theivanai Ammal College for Women
(Autonomous), Villupuram -605602, Tamilnadu ,India

* Corresponding author Mail id: kessy1kalai@gmail.com

¹ Author's Mail id: smba1900@gmail.com

² Author's Mail id : monikamurugan3198@gmail.com

Abstract

The Paper focuses on Dehumanization in Japanese-born British novelist Ishiguro's *Never Let Me Go*. He is best known for the novels *The Remains of the Day* and *Never Let Me Go*, both turned into films. This research aims to describe the contemporary issues and Dehumanization. In the year 2001 and 2004, major legislation allows stem-cell research was passed in the United States and the United Kingdom, raising questions about the role of cloning to play in improving the health of "normal" humans. *Never Let Me Go* takes place in a dystopian version of late 1990s England, is narrated by Kathy H, a former student at Hailsham, and present she is a carer who helps donors recover after they give away their organs.

Keywords: Dehumanization, Nostalgia, Science fiction and Dystopia

Dehumanization in Kazuo Ishiguro's *Never Let Me Go*

Kazuo Ishiguro's novel *Never Let Me Go* presents a dystopian thought of a reality in which clones are generated, adulthood, and then main thing to giving their organs through donation before their deaths at the age of thirty. Kazuo Ishiguro born in Japan but raised in the UK, Kazuo Ishiguro was a student at the University of Kent, and later learned a master's degree in creative writing at the University of East Anglia. Ishiguro achieved global renown for his novel *The Remains of the Day* and this work won the Booker Prize in 1989. Many of Ishiguro's works are characterized by "dramatic irony". This device has a long literary history, and is used to particular effect in *Never Let Me Go*, as the reader learns about the novel's alternate universe through Kathy's perspective of her life. Not only do these great contemporary novels address technological and scientific future possibilities, they also envision intricate and fascinating future societies and civilization and innumerable psychological transformations in humanity. They are filled with philosophical, ethical and religious themes.

In the novel *Never Let Me Go* author tells about alternative society with the help of scientific development. In this dystopian world, cloning of person is done for harvesting organs. This creation of clones leads to act of dehumanization. The people in this does not accept cloned ones as full human. *Never Let Me Go* tells about a more complex and widespread system of organ-farming which is the clones really are human beings, but their lives exist solely to create and caretake organs for real humans and Ishiguro allows these biological and ethical ideas to play out in the background, while a very human story of love, loss, and maturation occurs in the foreground.

Ishiguro's choice to make the novel primarily about human lives and the way all human must deal with their particular fates is an especially deft move, which allows the scientific facts of the novel to seem even more real and persuasive. The story begins with narrator introducing herself as Kathy. Her profession as a carer for almost twelve years. She takes pride of her profession as carer and says her donors will recover soon and they become less agitated. As Anne Whitehead argues, Is 'caring viewed in this light, a form of labor that is socially valuable because Kathy is making a positive difference to others or given the political resonances of Ishiguro's choice of word here- is it a means of preventing resistance and unrest, securing passive compliance through endless, exhausting activity and minor compensation?'. (61)

Kathy remembers about one afternoon when she was twelve years old, Kathy and Ruth with few other girls were visiting the pavilion, it was their favorite hideout where they used to gossip. The girls with Kathy gossip about how Tommy is not creative in their art classes. Kathy seems to be worried when seeing Tommy ruining his favorite blue polo shirt, she tries to calm down Tommy and points that shirt is covered with mud, but Tommy was not ready to listen her, he was in anger. Kathy feels frustrated by Tommy. The children of Hailsham are normal as every other human. They have all the feelings of normal human being. They have to

follow the rules of Hailsham and stay healthy so that they can donate when they are adults. The children were denied all humanness. After few days talks about Tommy's rude behaviour .

The darkest shadow that Kathy almost forgot that. Tommy meets Kathy on the stairs to apologize for his behaviour. Kathy felt uncomfortable for addressed in the public place. Then she accepted his apology. The boys again tease Tommy to provoke his temper. Ruth gossip about how Tommy is not creative and he needs to work hard to be creative. After this incident the students started to mock Tommy for his childish artistic qualities. Tommy reacts with outburst to the mocking of his classmates. Kathy was puzzled by the behavior of Tommy and questions about his new attitude. He points out that he changed his attitude because of guardian Miss. Lucy, she told him that he did not have to be creative, if he doesn't need. At the pond, Tommy says that once he was helping Miss Lucy to carry some of her materials, when they were alone Miss. Lucy told him that it is wrong for the guardians and the other students to blame him for not being creative.

She said that it is not very necessary to be creative if he doesn't want to be. He said that Miss. Lucy was in anger while speaking to him, but that anger was not on him. She added that the students were not taught enough about their donations. Tommy and Kathy doubt whether their creativeness and donations are connected. Kathy says that it is "about one day we'll start giving donations. I don't know why, but I've had this feeling for some time now, that it's all linked in though I can't figure out now." (31)

The children of Hailsham were considered as some alien creatures, they were not seen as normal human beings by the people outside Hailsham. She says "The first time you glimpse yourself through the eyes of a person like that, it's a cold moment. It's like walking past a mirror you've walked past every day of your life, and suddenly it shows you something else, something troubling and change" (36).

Kathy at present plans to stop being a carer. Kathy recalls about the "tokens controversy". She explains how students received tokens for the art they submitted with which they can purchase other student's art, so that they can have good collection of personal items. When the students were about ten years they all protested for not receiving likely compensation when Madame took their art work. "All I can tell you today is that it's for good reason. A very important reason. But if I tried to explain it to you now, I don't think you'd understand. One day, I hope, it'll be explained to you" (40).

Kathy now explains about an incident when she bought a chess set at sale. So that she can learn the game from Ruth because she insisted that she knows the game well, but the fact was Ruth pretended to play the game well. This makes Kathy angry and she walks away, the very next day Ruth expelled Kathy from the secret guards. Kathy now recalls an incident after three years when Kathy comes to class with a beautiful pencil case indicating that it was a gift from Miss. Geraldine, but Kathy had doubt with this and she suspects that Ruth got it from the recent sales. Kathy tells Ruth that she has seen the sales register which makes Ruth upset, this confirms Kathy's suspicion. However, Kathy regrets for doing it and tries to convince Ruth by telling her that she did not see much in register by Ruth walks away.

You see, because it's stuck out here on the east, on this hump jutting into the sea, it's not on the way to anywhere. People going north and south - she moved the pointer up and down - they bypass it altogether. For that reason, it's a peaceful corner of England, rather nice. But it's also something of a lost corner" (65)

The life of students was controlled by guardians. Kathy's favourite song from the album was "Never let Me Go". She used to hear it alone when she was in the dormitory. Particularly the line "Baby, baby never let me go" makes her think the song is about the woman, who was told that she will never have a baby. Kathy imagines the woman. Kathy tells that the guardian insisted on lectures about donations and sex at the same time everyone wonders that they did this because this kept the students from focusing on questions from donations. Miss Emily always insisted that students must be conscious of having sex when they go out of Hailsham.

As younger students they didn't consider donation seriously, they once joked by pretending to "unzip" themselves and taking out their organs. After Miss Lucy's speech in pavilion the students ceased talking about donation. After the final years at Hailsham, Ruth, Tommy and Kathy arrive at cottages. There they meet the caretakers Keffer and group of older students who live at cottages called "veterans". They spend their life with veterans and also work on their final assignments of Hailsham. The veterans always established their relationship imitating TV shows, Ruth also imitated the veterans, she taps Tommy in his arms as a sign of saying 'Good-bye. Kathy felt it disgusting. She asks her why she hits Tommy to say good-bye and says that these gestures are not worth copying because it is Television. Ruth says that Kathy is jealous of her new veteran friends, and says that Kathy has some special friends. On hearing this Kathy walks away angrily.

Kathy and Ruth spend long evenings in Kathy's room talking privately about their new lives. Kathy believes that they have an unspoken agreement, not to tell anyone about their discussion at each other. Ruth was

sympathetic and told that these urges are unusual by hiding the fact that she too had such urges Ruth tries hard to impress the veterans by ignoring Tommy and Kathy. Kathy now remembers her conversation with Ruth at the recovery center. Ruth regrets her action of throwing away her collection of Hailsham items at cottages because the veterans did not have such collections. Kathy now takes time to explain about possible theory. Since they are clones they believed that they all had a possible model, from whom they were cloned, they believed that by seeing their model they could witness a glimpse of their future.

The clones couldn't find any sign of human love, they did not even have the rights to dream about their future, so they created possible theory so that they can visualize themselves living their dream life. This gave them a sort of happiness. Once Kathy and Ruth saw an magazine on the ground while walking to a nearby village from cottage. The magazine had advertisements about open plan office. After that Ruth began to talk about her dream to work in the office. The veterans was eager in her speech and encouraged her to talk, they thought that the students of Hailsham had some special to opportunities, so Kathy doubts the claim of Rodney and Chrissie of seeing Ruth's possible.

The purpose of the Hailsham was to explore if something changed in the case of if they were brought up differently with special care. It was a social speriment to demonstrate to the world that the clones were really reared from human and they were capable of all sensitiveness and feelings and they can be as intelligent as any ordinary human being. Ishiguro highlights the possibility of science going wrong, a key in the dystopian novel.

The living arrangements of clones at Hailsham were at best an attempt from members of the society to improve their feelings of guilt for the situation the children would have to face later on in life. This is obvious when we later learn the reason Hailsham becomes a thing of the past following the scandal of a scientist that wanted to create perfect children in the same way that the clones were made. All the people in the society thought that the clones never had souls as they have not been conceived by parents. They thought that, since the clones were created artificially they should not be classified as humans.

The people in the dystopian society were not interested in the way that the clones were treated, they were uncomfortable with the existence of the clones, their concern was that their own children, spouses, parents and friends did not die from cancer, motor neurone disease or heart disease. The people needed only the organs from the clones. So they tried to keep the clones away from their sight. The society was gruesome, by caring for their families the society simultaneously condemns the clones to half-lives, to suffering at the hands of society without a chance at actual living or having any true freedom.

Life should be controlled by a person that owns it and that person should make decision in their life like where to live and how to live, Clones are still human beings with soul and flesh so they deserve every human right. If they do not get the humanity they deserve then the whole process of cloning is illegal. The clones are the exact copy of the originals, so denying the fact that they are humans is not acceptable. Saying that the clones are not human means denying that their originals are human's because they are same. Clones should have the same human right as their original and the freedom to make their own decision. People die every day so instead of taking the rights of the people that are alive, it is better to take the right ones that are already dead and use their organs to save people, because cloning for donation in not a fair option.

Work Cited

- Griffin, Gabriele. *Science and Cultural Imaginary The Case of Kazuo Ishiguro's Never Let Me Go*, Textual Practice, 2006.
- Huxley, Aldous. *Brave New World*. New York: Buccaneer Books, 1982.
- Ishiguro, Kazuo. *Never Let Me Go*. London: Faber and Faber. 2006.
- Ishiguro, Kazuo. Nobel Literature Prize is a magnificent honour, BBC News, 2017.
- Levy. Titus. *Human Rights Storytelling and Trauma Narrative in Kazuo Ishiguro's Never Let Me Go*. Human Rights. 2011.
- MLA Handbook*. 8th ed., MLA, 2016. Rights. 2011.