



Sudan University of Science and Technology
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**Role of Charlotte Bronte's Novel (Jane Eyre) in Raising Awareness
and Reforming of the Victorian Society**

دور رواية شارلوت برونتي (جين اير) في رفع وعي المجتمع الفيكتوري واصلاحه

A Thesis Submitted in Fulfillment of the Requirements for Ph.D. Degree
in English Language (literature)

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Dedication

To my lovely family.

To everyone who has contributed even by a single word in teaching me

Something new.

Acknowledgements

First of all, thanks for Allah who granted me health and patience to complete this research.

It is my pleasure to express my grateful, respect and thanks to Prof. Mahmud Ali Ahmed Omer my supervisor, who has always gives me valuable advice and guidance.

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Abstract

This study is an attempt to shed light on the role of Charlotte Bronte's novel (Jane Eyre) in raising awareness, and reforming of the Victorian society. The study investigates the main themes, which related to the real figures during Victorian era, these characters mostly reflect the social relationships of the Victorian society. The researcher used a qualitative method through descriptive analysis and the literary analysis procedure of the novel. As well as, the researcher used content analysis to test the hypotheses. The study Findings were as follow: Through her novel, Charlotte Bronte played great role in raising awareness and reforming the society, many characters in her novel symbolize real figures during the Victorian era, Her novel conveys moral lessons toward Victorian Society, and reforms the abuse of children, and women. These issues are relevant to all times worldwide, including our present modern time. Charlotte Bronte represents early form of feminism during Victorian era, she was one of the founders of feminism in the Victorian Age and she was the revolutionary icon of the age. Jane Eyre changed people's perceptions of women. Jane Eyre's story tells us about a man-dominated society, and urges society to change bad conceptions. A woman should struggle and strive for the decency and dignity. The writer succeeded in her novel to portray the oppression, which occurred to the woman during the Victorian era. She helped stereotyped dependent woman but Jane represents independent, resistant woman. She was able to overcome the difficulties. The researcher recommended, Literature is necessary and important major, it is like a mirror that reflect life for us. Novel is considered as a mean that helps people to raise their awareness, to provide the ability to connect human relationships and defines what is right and what is wrong.

المستخلص

تقدم هذه الدراسة محاولة لتسليط الضوء على دور رواية شارلوت برونتي (جان اير) في رفع وعي المجتمع الفيكتوري واصلاحه. الدراسة تبحث في المواضيع الأساسية والمضامين التي تتعلق بالأشخاص وهذه الأشخاص يعكسون في الغالب العلاقات الاجتماعية للمجتمع الفيكتوري. استخدم الباحث المنهج الوصفي التحليلي وتحليل النص الادبي للرواية مع استخدام تحليل المحتوى لاختبار الفروض. توصلت الدراسة للنتائج التالية: من خلال روايتها شارلوت برونتي لعبت دورا كبيرا في رفع وعي المجتمع الفيكتوري واصلاحه. والكثير من الأشخاص في روايتها يرمزون الي اشخاص حقيقيين في المجتمع الفيكتوري، روايتها تحمل دروس أخلاقية تجاه المجتمع الفيكتوري وتصلح سوء معاملة الأطفال والنساء، وهذه القضايا ذات صلة مع القضايا الموجودة في هذا الزمن. شارلوت برونتي تمثل نواة الحركة النسوية في العصر الفيكتوري وتعتبر من المؤسسات للنسوية في العصر الفيكتوري وهي كانت الأيقونة الثورية. جان اير غيرت الكثير من المفاهيم والتصورات تجاه المرأة، تحدثت الراوية عن المجتمع الذكوري وسيطرة الرجل على المجتمع. وحثت المجتمع لتغيير المفاهيم ولابد للمرأة ان تكافح وتسعى من اجل كرامتها وحشمتها. الكاتبة نجحت في روايتها تصوير القمع الذي يحدث للمرأة في العصر الفيكتوري، وأنها كانت منمطة معتمدة على الرجل لكن جان اير مثلت المرأة بانها مستقلة وقادرة وتستطيع ان تنتصر على الصعاب. أوصى الباحث، ان الادب هو تخصص ضروري ومهم، هو مثل المرأة التي تعكس لنا الحياة. والرواية تعتبر أداة تساعد في رفع الوعي وتزود القدرة لمعرفة العلاقات الإنسانية، وتعرف الصواب والخطأ.

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Chapter One

Introduction

Chapter One

Introduction

1.0 Study Background

The subject of literature is portrayed human life, human experience. Every poem, play or story deals with some aspects of human life and experience. It has sometimes been said that literature is like a mirror that reflect life for us. In the ancient times literature used to depict morals and life as it is. Literature is important major; it is studied as a mean that helps people to provide the ability to connect human relationships, and defines what is right and what is wrong. Literature, like all other human activities, necessarily reflects current social and economic conditions.

The Greek and Roman philosophers believed that the purpose of literature should be didactic, and its purpose is to teach morals and good behavior, to prevent bad behavior. Aristotle presented the first fully developed theory that shows, how literary art can and should function within society, with the ability to see the world with a pair of fresh eyes, it triggers the readers to reflect upon their own lives. Reading a material that is relatable to the readers may teach them morals and encourage them to practice good judgment. This can be proved through public school systems, where the books that are used tend to have a moral-teaching purpose.

Victorian literature refers to the body of literary work that was written during the reign of Queen Victoria over the United Kingdom, from 1837 until her death in 1901. Most literary historians consider 1830 the beginning of the Victorian era.

Victorian literature addressed the themes of conflict among the classes as well as women's right. However, defining characteristic of Victorian literature is a story

Focus on morality.

This study is about exploring the role of awareness, and reform of Victorian literature which represented in Jane Eyre; many themes, styles, genres, and modes of Victorian literature are reflected in the works of the Bronte Sisters', especially that of Jane Eyre. Common themes of Victorian literature are shared with Jane Eyre; such as religious, education, morals and ethics, social classes, and gender relations.

An example would be Charlotte Bronte's Novel (Jane Eyre), it is meant to be reflective of human nature; including both the good and bad. Consequently, this can promote better judgment of situations, so that the readers do not find themselves in the same circumstances as perhaps those in the fictional world. Hence, literature is proven to not only be reflective of life, but it can also be used as a guide for the reader to follow and practice good judgment from.

However, the real significance of Charlotte Bronte's Novel (Jane Eyre) goes beyond the eloquent Phrasing (the ability to express ideas or feeling in public), plot devices, characterizations and the sensitive handling of emotional human condition. The characters were contingents of England and were immersing in a perfectly observed and created world, which is full of conflicts and contradictions, inspiration and intrigue, love and loss, spitefulness and self-loathing and justice and truth.

Charlotte Bronte's Novel (Jane Eyre) has become public property. It has been endlessly retold, adapted and imitated. Charlotte Bronte's Novel (Jane Eyre) is often seen as the quintessential Victorian and her novel has almost become synonymous with Victorian England, The connection between her fictional world and the actual world of Victorian England has fascinated her readers.

Like many writers, Charlotte Bronte drew on her own life experiences to produce her stories. These stories were mainly focused on social inequality, and through them, she critically describes women position and specified labour that allowed to women, and the injustice of Victorian society toward children and women. These Conditions in England urged writers to be directly concerned with contemporary social issues that focus on class, gender, and labour relation, all of which were the cause of societal turbulence and growing animosity between the rich and the poor of England. Charlotte Bronte's novel such as Jane Eyre is used as platforms for criticisms (constructive criticism or destructive criticism) that called for awareness and social reform. Charlotte Bronte was social reform writer as will be shown in this research.

Living conditions in 19th century were illuminated through many writers writing such as Bronte sisters, Charles Dickens, and others. The Victorian era came to witness vigorous awareness and social reforms and a line of crusading humanitarian reformers; it was an age of humanitarian consideration.

The Victorian age witnessed the conflict between aristocracy and plutocracy, on the one hand, and democracy and socialism on the other. Charlotte Bronte is one of the greatest writers in English literature, wrote about these issues and the problems that the people of her time faced, she made use of her own life experiences and creatively to reflect the conditions under which the people lived.

The selected novel, Jane Eyre, is illustrative of Bronte's emotional response to these conditions. Her novel considered as a warning against the conditions of her time. She wanted people to be aware of what was happening to them and put things right.

Charlotte Bronte made people aware of the terrible conditions which a considerable number of the English people lived under during the Victorian era, for she herself happened to experience those conditions. Her own childhood was very

much like that of many of her characters in Jane Eyre. The main focus in her novel is the poor people whose lives are reflection of her own misery and frustration during her childhood.

Close examination of Bronte's novel Jane Eyre will provide a deeper understanding of the social condition of her time and her attitude towards the prevailing situation in England. This study will further confirm Charlotte Bronte's warnings against inequality of society and its inhumane nature. It attempts to substantiate the assertion that she was a social moralist writer who was intent on exposing the harsh reality of the living condition. Perhaps, she belongs to the middle class, and she expressed great sympathy with the plight of the poor. She sought to make her readers aware of the terrible conditions under which people lived.

Charlotte Bronte paid special attention to children whose lives were a constant reminder to her; and of her miserable childhood and her deep sense of the injustice and oppression that she suffered as a girl until she became adult. A victim herself, Bronte vehemently attacks bad treatment of children, preventing them from good education.

1.1 Statement of the Problem

The main aim of this research is to investigate The Role of Charlotte Bronte's Novel (Jane Eyre), how it raises the awareness of the Victorian Society, and reforms the bad treatment of children, and women. Charlotte Bronte played a crucial role in nineteenth century through portraying the truth, and telling people what is wrong what is right. These issues are relevant to all times, worldwide, including our present modern time. This will be presented during discussing and analyzing Jane Eyre.

1.2 Objectives of the Study

The novel is considered one of the most important tools that help people to raise awareness, and redresses the social turbulence; also, it helps society to realize what is right, what is wrong. Jane Eyre gave new truthfulness to the Victorian novel with its realistic portrayal of the inner life of a woman, noting her struggles with her natural desires and social condition.

This research will be attempted to show the extent of Charlotte Bronte's novel (Jane Eyre), and how she contributes to raise awareness, and reforms Victorian society. It attempts to investigate and analyze one of Victorian era novels; Jane Eyre is the selected novel.

The objectives of the research are as follows:-

To investigate the influence of industrial revolution on Charlotte Bronte's literary works.

To illustrate how Charlotte Bronte portrays Victorian society condition as reformer.

To investigate the influence of industrial revolution on Charlotte Bronte's literary works.

To explain how Charlotte Bronte criticizes the Victorian privileged class through her novel Jane Eyre.

To investigate how Charlotte Bronte plays great role in rising awareness and reforming of Victorian society.

1.3 Research Questions

This research attempts to answer the following questions:

1. How dose Charlotte Bronte succeed to portray the problem of poor people during the Victorian era?
2. How dose Charlotte Bronte play great role in raising awareness and reforming society?
3. To what extent dose Charlotte Bronte support poor people?
4. Dose she represent early form of feminism during Victorian era?
5. To what extent dose Bronte portray oppressed woman?
6. To what extent dose industrial revolution influence Charlotte Bronte's literary works?

1.4 Research Hypotheses

Charlotte Bronte played crucial role in raising awareness and reforming society from social turbulence.

Her novel Jane Eyre was good example; which portray real figures and resembled complicated Victorian society.

Charlotte Bronte succeeded to portray the problem of poor people; specially, children and women during the Victorian era.

Charlotte Bronte represented the early form of feminism during the Victorian era, Woman was oppressed during Victorian era

It seemed that, Charlotte Bronte's literary works were influenced by industrial revolution.

1.5 Significance of the Study

England in the nineteenth century was known with inequality, hunger, and poverty. The significance of this research lies in the fact that Charlotte Bronte's

wrote her Jane Eyre as message that recovers Victorian society from inequality, bad treatment of children, women, and criminal behavior.

The study also explores the role played by Charlotte Bronte to raise the awareness, and it deals with important issues, including poverty in general, bad treatment of children and the injustice done to the poor. These issues are relevant to all times, worldwide, including our present modern time.

1.6 Research Methodology

Since this research is related with analyzing particular forms of written text, it does not need to apply a method of data collection, This research uses a content analysis and descriptive-qualitative method to analyze the data because the data of this research are nonnumeric. The study, therefore, takes extracts from selected Novel Jane Eyre, and interprets Charlotte Bronte's views and ideas; this can be analyzed through selecting specific characters. The analyses are sub-divided with headlines according to the detailing concepts and the relevant issues of Victorian society will be discussed in chapters.

1.7 Scope and Limits of the Study

The study is centered on analyzing how Charlotte Bronte shaped the story; the analyses can be interpreted through the characters' dialogues in the novel. It also studies the impact of the other factor such as industrial revolution its influence on the social relations. The data used for the analysis is taken from Charlotte Bronte's novel Jane Eyre.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Part One: Literature Review

2.0 Introduction

In this chapter, the literature related to the research topic was reviewed. It includes literature in general and its values. Actually, there are many previous studies carried out on almost the same field of this study. Such studies and researches have been very helpful and they do really support the case of the study.

2.1 Victorian literature

The Victorian period was a time of great change as Britain becomes major imperial. it was a time of great energy and poet , and novelists of the period were extraordinarily productive as they sought of chronicle their exciting age and provide it with a high moral tone and refined taste in literature and arts .

It was also a time of rising unrest, and social consciousness marks much of Victorian literature (Benjamin, 1991).

Victorian literature refers to the body of literary work that was written during the reign of Queen Victoria over the United Kingdom, from 1837until her death in 1901. Most literary historians consider 1830 the beginning of the Victorian era. Victorian literature addressed the themes of conflict among the classes as well as women's right. However, defining characteristic of Victorian literature is a story focus on morality.

To understand a literary period, it is necessary to comprehend its historical background. The Victorian Age was an age of economic progress; poverty and exploitation were also a part of it. Crittenden explains that defining the Victorian Age is more than just identifying a span of time from the 1830s to the beginning of the 20th century. It is a question of capturing the essence of people's lives at the time, their ideas and their culture. The period was full of contrasts and

contradictions, and different writers responded to their times in very different ways.

The Victorian Age was an age of changes. The changes in society were caused by the development in technology and in scientific and economic thought. The population doubled and the industrial cities grew quickly. The period defined the class system that characterized the English society. There was a noticeable gap between the rich and the poor. Therefore, the poor were exploited for the rich's labor.

The society at that time was structured of three classes: the upper class, the middle class, and the working class. The upper class represented the wealthy and powerful people who were privileged persons. As for the middle class stood for the people who could be rich but they were not advantaged like the upper class. The other class exemplified the working class who were the laborers or the persons who were not working; the poorer persons.

The gender issue also took a place in the Victorian Era; people believed that women were weaker than men. Hence, they were created for managing the house and were responsible for the education of their children, while men had the total authority.

About literature, literature during the Victorian Epoch was in its most glorious age, especially the novel. The novelists were too close to the readers and felt that they had duties towards people. The writers, through their novels reflected the state of the Victorian society; they were interested in the relation of individual to society, and how the individual could find his place in society. They also showed both the injustice of that time and their faith to the progress; an ambivalence. Furthermore, they talked in their works about the crisis of the moral religious values.

Another genre that was shining during the Victorian Age was poetry. The Victorian poetry was influenced by Romantic works; poets used in their poems imagery to convey thoughts and emotions; they represented different themes like the struggle between religion and science. They were closely to lose their faith, and were trying to push readers towards good actions and attitudes. Moreover, they were interested in the medieval fables and legends.

2.2 Literary works

The novel: The Victorians' supreme literary achievement was the novel, which was avidly read, with no distinction being made between popular fiction|| and literature.

Poetry: The most important early Victorian poets were close followers of the philosophy and style of the Romantic poets. All believed that one of the important functions of poetry was to improve the morals of their readers.

Prose: The essays and longer prose works of Victorian writers such as Carlyle, Mill, Newman, and Ruskin had one primary aim: to lead their readers to superior viewpoints|| and improve their taste in art and literature.

Drama: Though the Victorians loved drama, their taste for melodrama and sentimentalism kept the dramatists from reaching the heights of the poets and prose writers. Only Oscar Wilde's satiric comedies of manners are still frequently performed (Benjamin, 1991).

2. 3Characteristics of the Victorian Novel

- “Good” characters are rewarded, “bad” ones punished.
- The adjustment of the individual to society is the major human problem presented, with a general acceptance of the values of the middle class.
- The major characters were recognizable Victorian types, with typical aspirations.

- The poor were usually treated patronizingly, the rich scorned and envied.
- In an era in which human nature is considered basically good, the heroes and Heroines are persons of virtue, even though sometimes weak. (ibid)

2.4 Examples of Victorian Writers

The Victorian Era witnessed the emergence of several male and female writers as well as poets and poetesses. Thus, it is of great necessity to deal with some of them. First, we begin with some male writers.

Male Victorian Writers:

During this era, many male writers made their names shine and be known, such as:

Oscar Wilde:

Oscar Fingal O'Flahertie Wills Wilde is an English author, a poet and playwright. He was born in Dublin in 1854 and died in a hotel in Paris on 30 November 1900. He is the son of Williams Wilde and Jane Francesca Wilde. His mother was a brilliant poet and journalist, and his father was an eye surgeon and a talented writer; he was writing about archaeology. Wilde married on May 29, 1884 with Constance Llyod and they had two sons (Brdnik np). Oscar Wilde was a special talented student; so he was awarded with many scholarships: the first one of Trinity College, Dublin, where he studied philosophy and classics. The other scholarship was to Magdalen College, Oxford University. There, he developed his passion of literature.

Then, he moved to London and became a famous playwright. Thanks to his personality, he was integrated easily and successfully into the high society ("Oscar Wilde Biography" np). Wilde's literary career is varied and special, but he was well known for his plays. His most successful plays are: *Lady Windermere's Fan* which was opened in February 1892, *A Woman of No Importance* in 1893, *An*

Ideal Husband in 1895. Those plays made of Oscar Wilde one of the most important writers during the Victorian Era and it is still as it was at the time. In addition to his talent as a playwright, he also published *The Happy Prince and Other Tales*; it was fairy-stories for his sons, published in 1888. He wrote only one novel published in 1891 titled *The Picture of Doriane Gray* (Brdnik np).

Oscar Wilde has a witty writing style, he treated important subjects in his works and criticized some Victorian attitudes. He considered art as a reality while the real life was a fiction for him. He used elements in his writings as: imagery, irony, symbolism, metaphor... and many other elements. Besides, "he's known for his clever curt and sly sayings, sometimes self-deprecating irony"(Nambiar 5).

Charles Dickens

All authors might be said to incorporate autobiographical elements in their fiction. This is particularly true of Dickens' novels, even though he took pains to mask what he considered his shameful, lowly past. *David Copperfield* is the most obviously autobiographical novel, but the scenes in *Bleak House* of interminable court cases and legal arguments are drawn from the author's brief career as a court reporter.

Dickens's own family was sent to prison for poverty, a common theme in many of his novels, and the detailed depiction of life in the Marshalsea prison in *Little Dorrit* is drawn from Dickens's own experiences of the institution. *Little Nell* in *The Old Curiosity Shop* is thought to represent Dickens's sister-in-law, *Nicholas Nickleby*'s father and *Wilkins Micawber* are certainly Dickens's own father, just as *Mrs. Nickleby* and *Mrs. Micawber* are similar to his mother. The snobbish nature of *Pip* in *Great Expectations* also has some affinity to the author himself. The character of *Fagin* is believed to be based upon *Ikey Solomon*, a 19th century Jewish criminal of London and later Australia. It is reported that Dickens, during his time as a journalist, interviewed *Solomon* after a court appearance and that he

was the inspiration for the gang leader in *Oliver Twist*. When the work was published in 1838 the unpleasant, to modern eyes, stereotype of the Jewish character "Fagin" as fence and corrupter of children reflected only the endemic view of the time. The characterization aroused no indignation, or even comment, and it seems to have been written without conscious of anti-Semitic intent. By 1854, however, Dickens was moved to defend himself against mild reproof in *The Jewish Chronicle* by reference to his "strong abhorrence of...persecution of Jews in old time" that found expression in his *A Child's History of England*. His sensitivity on the subject increased: in 1863 he explained that the character of Fagin was "called a 'Jew', not because of his religion, but because of his race." He took pains to include in *Our Mutual Friend* (1864) the sympathetic Jewish character "Riah".

Dickens may have drawn on his childhood experiences, but he was also ashamed of them and would not reveal that this was where he gathered his realistic accounts of squalor. Very few knew the details of his early life until six years after his death, when John Forster published a biography on which Dickens had collaborated. A shameful past in Victorian times could taint reputations, just as it did for some of his characters, and this may have been Dickens's own fear.

Wilkie Collins

Wilkie Collins is one of the most known figures from the Victorian Age. His full name is William Wilkie Collins. He was born on 8 January 1824, in London, England, and died on 23 September 1889 in London. "Wilkie Collins, the author of *The Woman in White* and *The Moonstone*, has been hailed as 'the father of the detective story' and 'the novelist who invented sensation'" (M. Clarke xi). He is the son of a famous painter William John Thomas Collins. His first school was the Maida Hill Academy, in 1835. He began his career as a storyteller in England, when he was studying in a boarding school at Highbury Place. Collins was a law student at Lincoln's Inn, but he adopted literature.

He was a close friend to Charles Dickens after their meeting in 1851. They were also practising many activities together as travelling and writing (Freudenberg 1). His major works including: *The Woman in White*, *The Moonstone*, *Antonina*, *Rambles beyond Railways*, in addition to other short stories, plays and essays. Wilkie Collins is an author known for his different ideas, styles, and genres, his career is full of plays, novels, guidebooks... (Mangham np).

By the end of the first half of the 19th century, a considerable number of the English people had become avid novel-readers. Theatres were regarded disreputable, possibly even immoral. Despite the fame and popularity of figures such as Byron, the greater demand by the people was for stories. Women had already triumphantly demonstrated their ability to compete successfully with their male counterparts; including. Mrs Radcliffe (1764-1823), Fanny Burney (1752-1840), Maria Edgeworth (1767-1849) and Jane Austen (1775-1817). Coupled with the rapid rise in the popularity of the novels, was the growth of a moneyed, leisured and educated middle class reading public, and an increase in the number of circulating libraries. Serialization was to some extent an artistic strain on the novelists, but many major works, particularly those by Dickens, Thackeray and Hardy were first published as of the call for social reform.

The novelists of the first half of the century identified themselves with the age, which requested the triumph of Protestantism. They shared a specific climate of ideas, feeling, and assumptions, and accept the idea of progress without much questioning. The age represented the triumph of Protestantism. The taboo on the frank recognition and expression of sex had come into existence slowly, hence the abandonment of Fielding.

Later on, the novelists began to question and criticize by displaying a kind of hostility to the dominant prevalent assumptions. The character of scientific discovery was seriously disturbing to the 19th century minds. Instead of providing

evidence that the universe was both stable and transparent to the intellect, it showed the universe to be incessantly changing and probably governed by the laws of chance. After the publication of *The Principles of Geology* (1830-3) by Charles Lyell and later *On the Origin of Species* (1859) and *The Descent of Man* (1871) by Charles Darwin, many intellectuals were led into religious disbelief, or into some form of personal religions, which, though they might contain elements of Christianity, were essentially anthropological.

This study is about exploring the role of raising awareness and reforming of Victorian literature represented in *Jane Eyre*; many themes, styles, genres, and modes of Victorian literature are reflected in the works of the Bronte Sisters', especially that of *Jane Eyre*. Common themes of Victorian literature are shared with *Jane Eyre*; such as religious, education, morals and ethics, social classes, and gender relations.

2.5 Feminists' Voice on Literature

Victorian literature as the part of Victoria period has many features. It is complicated and multidimensional, which consists of huge changes among romance and reality. During this period, many genius of literature grew up as world moving. No matter in the form of novels, poems or essays, writers began to face the current situation and do advanced work.

In this situation, seeking for equality is another important theme through *Jane Eyre*'s struggle for self-realization as a feminist. People in Victorian age have the idea that people are not born equally, people in high rank despise people in low rank and men are superior to women. Consequently, women like Jane are treated unequally in every field. When Jane realizes the unfair situation, she rebels constantly for the basic right of equality. It well reflects Jane's resolution and persistence in struggle for self-realization as a feminist woman.

Also the biggest theme in the book is true love. In all Jane Eyre's life, the pursuit of true love is an important representation of her struggle for self-realization. Love in Jane Eyre's understanding is pure, divine and it cannot be measured by status, power or property and so on. Having experienced a helpless childhood and a miserable adolescence, she expects more than a consolable true love. She suffers a lot in her pursuit of true love. Meanwhile, she obtains it through her long and hard pursuit.

Literature in the Victorian period truly reflects the reality and spirit of that time. The power, reality towards society, humor with kindness and boundless imagination are all beyond any time. In any aspect of literature, works are ready to welcome the new century.

One of the most debated literary works, in terms of depicting the condition of women in the Victorian era, is the novel *Jane Eyre*, written by Charlotte Brontë, under the masculine pseudonym 'Currer Bell'. *Jane Eyre* still today provides a good source of information about the social and historical context of Victorian England. Most studies conducted on Brontë's *Jane Eyre* have focused on the condition of women in the Victorian era, that is, the oppression of women in the patriarchal society of the Victorian era, especially women's issues such as gender inequality, class bias, ideological forces and mental illnesses. This focus is mainly due to *Jane Eyre* being a "Bildungsroman"¹ (i.e. a coming of age story) which depicts the main female character's struggles in the patriarchal society of the Victorian era in England.

During the Victorian era the ideal woman's life revolved around the domestic sphere of her family and the home. Middle class women were brought up to "be pure and innocent, tender and sexually undemanding, submissive and obedient" to fit the glorified "Angel in the House", the Madonna-image of the time. A woman had no rights of her own and; she was expected to marry and

become the servant of her husband. Few professions other than that of a governess were open to educated women of the time who needed a means to support themselves.

Higher education was considered wasted on women because they were considered mentally inferior to men and moreover, work was believed to make them ill. The education of women consisted of learning to sing, dance, and play the piano, to draw, read, write, some arithmetic and French and to do embroidery

Girls were basically educated to be on display as ornaments. Women were not expected to express opinions of their own outside a very limited range of subjects, and certainly not be on a quest for own identity and aim to become independent such as the protagonist in Charlotte Brontë's *Jane Eyre*. When Charlotte Brontë published *Jane Eyre* she used a pseudonym that did not reveal the sex of the author, the name she used was Currer Bell, a name not distinctly masculine and yet not feminine. The reviews were positive and the novel became a bestseller. There was much speculation on who was behind the name Currer Bell and some more negative reviews started coming when it became known that there was a female author behind the name. To some critics it was inappropriate for a female writer to write such a passionate novel and to have some knowledge of sexuality.

Charlotte Brontë wrote in the preface of the second edition „Conventionality is not morality“ to defend her novel against the critics. The character Jane Eyre can be seen as an unconventional female of the time, she is passionate and with a strong urge to fight injustice. Passion and a hot temper in a woman were not appropriate at the time and had to be repressed. The novel can be seen as a journey of Jane finding her true self. Jane fights convention by resisting the male dominance, on her quest for identity and independence she remains true to herself

by putting herself first and caring for her own wellbeing, even though she is longing for love and kinship. <https://www.sparknotes.com/lit/janeeyre/>

2.6 The Victorian society:

Until the late 1940's the British society had retained a rigid class structure, with the educated middle and upper classes tending to believe in their own moral and cultural superiority over the working classes.

Proper models of behavior were seen to emanate from this section of society, including correct pronunciation, table manners, appropriate dress and even the courting of wedding partners. With few exceptions, the holders of power and authority came from an upper class background and had a public school education. They saw themselves as the guardians of culture, and those lower down the social order seldom questioned their position. It was a social and cultural hierarchy that was largely self-policed, with members of different classes rarely willing or able to move to alternative social groupings. It was expected that people would conform to the values of their peer group, and any attempt to transcend this hierarchy was restricted by social convention.

The Victorian Age is an era which was full of changes. Because of industrialization, people's thoughts had been changed. Thus, they tried to change some Victorian attitudes and norms like the problem of gender; whereas women's life at that period of time was for the husband and children, sitting at home under the authority of men voiceless without any control over themselves.

2.7 Children-related Issues

During the Victorian Age, there was an early baby boom, which led to not only an increase in population, but also an advancement of industrialization. The progression of England as a society led to a greater demand for labor from both adults and children. Children took on hard-working jobs as coal miners, chimney

sweepers, farm workers and domestic servants. Some children were even forced to take on the role of a railroad worker due to the invention of The Railway brought by the Industrial Revolution. Child labor became an overarching issue in the early 1800s due to a lack of effort to improve working conditions by the upper class. Because the government was influenced by the wealthy to invest in luxury rather than promote protection for laborers, many children suffered at work. The most brutal form of child labor took place in coal mines. Children were required to work 12 to 18 hours a day in mines that were infested with rats and disease, and had poor ventilation. Such harsh working conditions led to the development respiratory problems and an increase in mine disasters/casualties.

2.8 Education of the poor

Doubtless, education is vital for every human being as they go through the stages of development. In Victorian England, it was believed that the training to be obtained in primary and grammar school would inhere as much in attitude as in the acquisition of skills fundamental to future employment.

However, not every child had the opportunity to go to school or receive at least some form of education. Poverty was one of the major causes that prevented a large sector of children from joining education. In nineteenth century Britain, there was a substantial number of children from poor families who could not go to school because their families could not afford paying the fees. To the poor, the education system was inefficient and could offer very little. This is clearly depicted in *Jane Eyre*. <https://sites.udel.edu/britlitwiki/social-life-in-victorian-england/>

2.9 Industrial Revolution in Literature: historical context

The Industrial Revolution (1760–1840) caused great societal, political and economic change. The resulting industrialization, influx of new technology, and

mass movement of people from the countryside to cities naturally became topics of literature. Some writers were inspired by the potential of machines, while others such as Charles Dickens produced seething social critiques of the exploitation of the working class during the Industrial Revolution. Whatever the view, the Industrial Revolution became a force in literature as well as in society. The Industrial Revolution began in Britain from around the 1750s to around 1830. This then began to spread to other countries. During industrialization, bimanual labour was replaced by mass production and there is great economic growth. As well as an increased division of labour, technology was used more to provide solutions to problems (rather than relying on people to solve the problems). Before people carried out tasks like processing and fabrication by hand at home, yet later this was achieved in factories through industrial manufacturing processes.

Industrialization is a process in which an economy is transformed from a predominantly agricultural economy to one based on manufacturing goods and industry. In conjunction with the process of industrialization, urbanization usually takes place too. (<https://www.enotes.com/topics/industrial-revolution-literature>).

It was apparent that England was steadily becoming Europe's most stable and prosperous country during the Victorian age. The industrial revolution brought about great changes. There was great progress by the use of steam engines in railways as well as in factories and ships. Small towns were beginning to swell into smoky centers of manufacturing industry. All this was taking place under a government and legislature that were still narrowly restricted to the privileged few, who were wealthy by birth or becoming wealthy in commerce.

Despite the industrial revolution, with the factories, mills, mines and workshops, that emerged everywhere, England remained as a largely agricultural country. The English countryside was a part of everyone's existence. The industrial revolution, however, was beginning to bring dirt and squalor, ugliness and crime,

into the lives of the poor who were forced to live and work in the mills and factories of the new towns.

Labourers were being unfairly treated without redress, women workers were also ill-treated and underpaid, while children were often overworked under abominable conditions. The Society remained under the control of the effectively feudal system. The small agricultural communities were still, more or less, governed by the landlords or lords of the manors to whom rents were paid by the tenants of farms or cottages. None of the rural community members had much authority, except for the local parson, or to a lesser extent an apothecary or surgeon.

During the Industrial Revolution, there were limited educational opportunities for children; their parents sent them to work. Child labour became an integral part of the system as the children were far less paid than adults. They worked under terrible conditions and for long hours with poor lighting, bad ventilation and without protective clothing.

However, with social outcry and reports of child abuse, laws prohibiting child labour and the factory acts in 1864 stipulated that no child under the age of twelve was to be employed as a factory worker.

Unfortunately, some of these reforms were implemented long after people like Charles Dickens had gone to work as factory labours under untoward conditions. Even though the Industrial Revolution brought an economic boom to the middle class in Great Britain and the rest of Europe, the poor whose existence was overshadowed by the success of the middle class were crushed.

In view of the novelists, deep sense of moral and social responsibility, they were naturally inclined to describe the society as it was, in order to make the readers realise the extent of social injustices. Their favorite setting was the city as the symbol of industrial civilization and expression of anonymous lives.

They often used male pseudonym in their novels to explicate the daily life. Among them were the Brontes, From a statistical point of view, it is surprising that all the Brontë children survived infancy, and that Branwell, Emily, Anne, and Charlotte all outlived the average age of death of twenty-five. In fact, they all survived scarlet fever. The Brontë family's tragedy was commonplace in a world in which illness, disease and death were part of everyday life to an extent unknown in the West today. Hence the focus on illness in many of the Brontë sisters' novels represents not only a historical reality but a paradigm that shaped the experience of nineteenth-century life and culture.

Charlotte Bronte is concerned with the plight of the industrial workers. She is aware that the revolt against unemployment caused by the introduction of machines during the early phase of the Industrial Revolution might lead to major social upheavals. However, what she eventually offers is a simplified solution to remedy the antagonism between masters and workers. Her solution is based on an idealized cooperation and co-existence between benevolent masters and loyal workers.

This study will further confirm Emily Bronte's warnings against industrialization and its inhumane nature. It attempts to substantiate the assertion that she was a social moralist writer who was intent on exposing the harsh reality of the Industrial Revolution. Even though she belongs to the middle class, she expressed great sympathy with the plight of the poor. She sought to make her readers aware of the terrible conditions under which people lived.

Charlotte Bronte paid special attention to children whose lives were a constant reminder to Emily of her miserable childhood and deep sense of the injustice and oppression that she suffered as a laboring girl. A victim herself, Charlotte vehemently attacks bad treatment of child, woman labor. In addition it being deprived of education; the children were subjected to injuries at the factories

were they had to work hard and for long and get little pay. This is particularly obvious in many reform writers' literary works in which she fiercely attacks woman restricted work, and attacks the Poor Law Act and the workhouse system, for the harsh conditions under which the children had to work.

2.10 Bronte's England: The Social Context

Jane Eyre is set in the north of England sometime in the first half of the nineteenth century. During this period, British society was undergoing slow but significant change. Perhaps most apparent was the transition from a rural to an industrial economy. The Industrial Revolution had begun in Britain in the late 1700s, and by the time of *Jane Eyre*, it was running full steam. Although Charlotte Bronte wrote about some of the effects of the Industrial Revolution in her 1849 novel *Shirley*, she touches on three areas of social concern in *Jane Eyre*: education, women's employment, and marriage.

Victorian attitudes toward education differed considerably from those prevalent in modern America. For one thing, the level of one's schooling was determined by social class and also by gender. At all levels of society and in virtually all levels of the education system, boys and girls were taught separately. The children of poor or working-class families were taught in local schools, such as the one in which *Jane Eyre* is a schoolmistress. Such children would rarely progress beyond learning basic skills; most learning was by rote. Most of these children would have left school by their early teen years to work on farms or in factories; boys would often leave to join the army or navy. Upper- and upper-middle-class families, on the other hand, sought to enroll their sons in exclusive private schools (known paradoxically as public schools).

In truth, however, conditions in these schools were often as harsh as those in schools for orphans and the poor such as Lowood Institution in *Jane Eyre*. But a public school education would serve as an entree into good society; the graduates of public schools staffed the higher ranks of government and the professions. Virtually all young men who went on to university (i.e., college) first attended public schools. Women were excluded from universities until the 1870s. The first women did not graduate from an English university until 1874, when four women received degrees from Cambridge University.

Young children in upper-class and upper-middle-class families—both boys and girls would often receive their earliest education from governesses. Governesses were women who were hired to serve as live-in tutors; they provided their charges with ongoing lessons in a variety of subjects until the child was old enough to be sent away to school. For the most part these women were daughters of the middle classes and the professional classes who had attained a certain level of education. Although the profession of governess was not financially rewarding, it was respectable. Working conditions for governesses varied, depending upon the particular family for which a governess might work. Some parents treated their hired governess with respect, as a professional, while others considered governesses little more than servants who were expected to keep in their place.

In the traditional curriculum of the time, girls and young women did not study such "serious" subjects as mathematics, science, or classics. However, they were taught grammar, history, geography, and French. Art, music, and sewing or embroidery were also considered appropriate subjects, and young women were all expected to have a knowledge of the Bible and basic Christian teachings. These subjects were taught both by governesses and at school. *Jane Eyre* may not be a typical governess, but clearly she has an excellent command of most of these

subjects. By the middle of the nineteenth century, some twenty-five thousand women in England worked as governesses (<https://sites.google.com/site/meetjaneeyre/historical-context>).

2.11 Victorian Woman's Role

The Victorian woman was often seen as the ideal woman, the angel in the house, even long after the Victorian era. So why was there even the need for a redefinition of her role? In order to understand the changes the woman's role underwent during the 1920s it is necessary to gain an understanding of what a woman's life involved prior to the emergence of the new woman and how her role remained an idealized concept in the twentieth century (Anja, 2009).

A large proportion of their education included domestic duties such as sewing and preparing her for marriage in general. Therefore employment for women was more or less impossible, which meant that marriage was one of the few options to live a respectable life. Until the foundation of the National Union for Promoting the Education of Women in 1971, the only chance for unmarried women was a position as governess or teacher, which however, was utterly underpaid as society disapproved of women in the workforce.

Certainly this is not a complete account of women's lives in the nineteenth century, as many women did live a life outside the restrictions of home, motherhood and family. This also depended on their social status, and class, as for example, working class women had no choice but work, thus being part of both spheres. Also women changed over the period of the decade becoming increasingly independent and active. This led to women becoming part of the public sphere, demanding more rights which led to more equality, such as the right to vote or the right to get divorced. Yet, it took until 1928 that women were given the same political rights as men. However, the vast majority wanted to maintain the Victorian image of women as domestic angels (Anja, 2009).

By the beginning of the Victorian epoch, gender issues became a part of the British society. According Blacketal: Throughout the nineteenth century, there was much debate concerning the proper place and the proper characteristics of femininity. The traditional roles of wives, mothers and daughters, the structure of the family, and the nature of marriage, these were all open for examination by both men and women. In a nation ruled by a female queen who supported education for women but not female suffrage, the lines between traditional masculine and feminine realms were often blurred, and many writers and thinkers voiced their opinions on how such tensions and inconsistencies should best be reconciled.

2.12 Governess in Victorian era

The governess is a familiar figure to the reader of Victorian novels. Immortalized in *Jane Eyre* and *Vanity Fair*, she has made frequent appearances as the heroine of many lesser-known novels, And innumerable governesses appear as little more than a Standard furnishing in many a fictional Victorian home (Vicinus1973).

2.1.0 Reflection on Feminism in *Jane Eyre*

Feminism

During the Victorian Age, the theme of feminism received the lion's share. But, before tackling this point, it is quite necessary to deal with its various definitions.

2.1.1 Definition of Feminism

Generally speaking, feminism is a range of political, social, economic movements and theories. The definition of this term can differ from one theorist to another.

For example, there are diverse definitions in the Encyclopedia of Feminism. The term is usually defined as the advocacy of women's rights based on a belief in the

equality of the sexes, and in its broadest use; the word refers to everyone who is aware of and seeking to end women's subordination in any way and for any reason. Feminism originates in the perception that there is something wrong with society's treatment of woman (Beasley, 2005).

Another definition in *The Penguin Dictionary of Sociology*, in its second edition, in 1998, that says, "Feminism is a doctrine suggesting that women are systematically disadvantaged in modern society and advocating equal opportunities for men and women"

E.Porter defines it as follows," Feminism is a perspective that seeks to eliminate the subordination, oppression, inequalities and injustices women suffer because of their sex."

2.1.2 Victorian Society, Social Classes, and Patriarchy in 19th Century

2.2.0 Victorian Society

Victorian era was an era in English literary history extending from 1837, the year in which Queen Victoria was crowned, to 1901, the year of her death. The Victorian era was a time of industrialization (Furtado,2009). As the result of it, middle class had increased the social strata of cultural norms, lifestyle, values and morality. Further, she added that Victorian era was the golden age to bridge the modernization through the industrial revolution in England. The first thing to understand about the Victorian period in England is that Victorian society was greatly concerned with every aspect of daily life. In this era, people were triggered to change their fate also by having better economic condition. Men worked outside the house as the bread makers of the family while their women were busy with their daily activities in household. People in Victorian era handed the principal that a woman should get married and had children because she was born, raised, and

educated as the good wife, not anything else. According to (Furtado 2009), to get ready for marriage, a woman was set in such a good condition, such as being able to sing, play an instrument and speak a little French or Italian. The qualities a young Victorian gentlewoman needed were to be innocent, virtuous, biddable, dutiful and be ignorant of intellectual opinion. As the result of lack education, a woman of the Victorian era was expected to marry a man in order to support her since she did not have knowledge to do any jobs.

2.2.1 Social Classes

Social class has existed since long time ago before now. (Chancer and Watkins,200) Explain that Marx's detailed class divisions in Ancient Rome differentiated between patricians and slaves; in the Middle Ages and feudal society, the main division was between landowners (who were often aristocrats) and serfs; in modern capitalism, the major division became that between the bourgeoisie (or capitalist class) and the proletariat (or working class) while Weber mentioned that the member of modern capitalism consists of upper class, middle class and lower class. Social structure existed in Victorian society, nineteenth century of English. The classes split into three layers which were upper class, middle class, and lower class. This hierarchy was based on their social and economical background. The highest level of social structure in Victorian society was upper class. The upper class consisted of the nobility, or the peerage, such as dukes, earls, and viscounts. They were often related to the royal families of Britain and Europe, and their society was distinct and separate to the other two classes. The people under this class did not work manually. They did not have a profession, as their families had sufficient funds to live in affluence. Their income regularly came from the investments made by them or from the inherited lands. Their routine work was fulfilled by the lower class people. However, many were captains of industry, especially mining and ship building (Barone, 1998).

Classism, rooted in capitalist class structures, brings discrimination to the lower class. The discrimination appears in daily life as if it is a natural interaction between classes. It seems natural as the result of their economic background. Although it appears as a natural interaction, the discrimination does not come naturally; they are socially and culturally constructed.

The concept of the class is sometime difficult to understand. In Victorian England did not depend on the amount of money people had- although it did rest partly on the source of their income as well as on birth and family connections. Most people understand and accepted their place in the class hierarchy. Class was revealed in manners, speech, clothing, education, and values. The class lived in separate areas and observed different social customs in everything from religious to courtship to the names and hours of their meals (Mitchell, 1996).

2.2.2 Patriarchy in 19th Century

Throughout history, family system is a fundamental institution in society which successfully maintains and determines special characters of a person. It defines the behavior and character structure of children from infancy to adolescence. It trains, disciplines, and polices them, teaching submission to established authority. A family system which was mostly used in England in nineteenth century is patriarchy.

According to (Murfin and Ray 2003), the definition of patriarchy or patriarchal system is used by feminist critics who consider Western society to be father-ruled, that is dominated and generally controlled by men upholding and promoting masculine values that, in turn, maintain men in positions of power. The use of this term implies corollary that men use their positions of power in the major institutions of society to subordinate women. In all cultural areas, from the family to religion to government to the arts and beyond, women are thereby relegated to a sort of cultural wasteland where they are presumed to contribute

little or nothing of importance to society. In the society, women have been defined as others, that is, in binary opposition to the superior male and his masculine characteristics from ancient times to the present day, women have been conditioned to accept the patriarchal ideology that devalues them and all things labeled feminine.

2.1.3 Influence of Economic State on Feminists

At the beginning of Queen Victoria in power, the Great Britain faced speed-up development of economy and serious social problems. After publishing *The Reform Act*, the political power turned to a newly developed industrialized capitalism. Sooner, the Industrial Revolution poured out, kinds of technology development brought new power to the economy of England, such as trains, steamboats, textile machines, printing machines and so on. England became the world factory, and gained a lot of wealth through expanding markets worldwide and grabbed resources in its colonies.

In the middle of nineteenth century, the Great Britain became the first powerful country in the world in economy. But under this glory is the sharp conflict in society. Eventually, through 1836 to 1848, the famous Chartist Movement broke out. The working class published *The People's Charter* and asked the government to guarantee rights of human, improve living and working environment. This movement swept almost every city. Though it was down in 1848, the movement still got many achievements. Thanks to the movement, the working class awoke. In the following twenty years, the Great Britain was stable. The middle class was respected and people pursued a warm, self-respect, modest and patriotic spirit. Meanwhile, the Queen Victoria is the example of these characters. With these new thoughts, literature became diversified.

At that time, for Jane, as a member of the lowest class, she is always looked down upon by those potentates with money and power. For people like her, they have no dignity; the rich can treat them at random and need not bother to give them any esteem. But Jane Eyre never surrenders to those snobbish people who despise the poor and the weak parochially and ruthlessly. In her whole life, she plunges herself into struggling for esteem which in her mind is deserved by any human

being rather than a privilege for the wealthy people. She puts all her strength to get the respect and admiration from people around.

In those days of Britain, a female, like the noble Miss Ingram, is expected to seek a decent life through marriage and a wealthy husband. However, undoubtedly, it is based on the status and fortune of her family. For Jane, a plain and poor girl, how can she change her destiny and gain happiness? “Feminist once been raised: women’s status in society is defined by some special society and culture power that can be challenged and changed” (Heather, 2003). In every relationship, Jane rises from inferiority to superiority, and finally gains full independence through continuous struggle.

2.1.4 Theories

The theories applied for the analyses are a combination of feminist and psychoanalytical criticisms. The psychoanalytical criticism applied is from a Freudian perspective which can seem to stand in opposition to feminist criticism. Freud’s theories have by some feminists been condemned as a source of the patriarchal attitudes that must be fought. Freud’s theory of women being castrated has been interpreted by Gilbert and Gubar as „social castration“ signifying lack of social power. The penis-envy that women have according to Freud’s theories can be interpreted as the envy of the male position in society and the power connected with the position in society rather than the envy of the male organ itself. Interpretations such as these have helped to remove some of the anti-feminist stamp on Freud’s theories.

The feminist literary criticism sprung from the „women“ s movement“ of the 60s and has evolved into different versions. There are some ideas that are common among the different versions such as that the oppression of women is a fact of life. From the start, the movement looked at how women were portrayed in literature:

The „women“ s movement“ has always been crucially concerned with books and literature, so feminist criticism should not be seen as an off-shoot or spin-off from feminist criticism which is remote from the ultimate aims of the movement, but as one of the most practical ways of influencing everyday conduct and attitudes. The images of women in literature model the way we see women and it is important to recognize and to question these images since they provide role models and indicate what are “acceptable versions of the feminine” . The feminist criticism is divided between the „Anglo-American“ and the „French“ version of feminism. “The „French“ feminists can be seen as less conventional than the „Anglo-American“ feminists because they have “adopted and adapted a great deal of (mainly) post-structuralist and psychoanalytical criticism as the basis of much of their work” The „Anglo-American“ feminists on the other hand accept the more conventional concepts of literature such as theme, motif, and realism. They treat the literature as a form of representation of women“ s lives and experiences which can be compared and measured against reality. In addition to close readings of literary texts they use historical data and non-literary material for their analysis. Elaine Showalter is generally regarded as the main critic using the „Anglo-American“ approach. Sandra Gilbert and Susan Gubar are also representatives of this approach.

Psychoanalytic literary criticism is based on theories developed by Sigmund Freud (1856-1939) on how the mind, the instincts and the sexuality work (Barry, 92). Important concepts of Freud“ s theories are the two part psyche; the ego and the id or the conscious and the unconscious, later he suggested his theory to include the ego, the super-ego and the id or the conscious, the conscience and the unconscious. Other important concepts are the idea of repression which refers to forgetting or ignoring important events as well as sublimation which refers to when a desire is transformed into something more “noble” or accepted than the original

desire. Projection is another important concept where negative aspects of our selves are projected onto someone else. The Freudian slip is the idea referring to all that is repressed eventually comes out by the slip of the tongue, or in literature by the pen. According to Freud there is a relationship between the author and the text resembling someone who dreams. Suggesting that literature could be interpreted as dreams, because fantasy is a form of dreams the psychological state of the author is often analyzed as well as the text.

2.1.5 Social Reform Movement

Pursue of reform can be for many reasons. One reason is to bring about a specific type of conditions; one may want to implement reforms that will change the current conditions for the better. Perhaps, to give greater voice to the under classes: in order to plan and implement social reforms in the country's economy. Another reason may be to ensure that the liberal moneyed classes will have control of policy in general. On the other hand, the aim may be to roll back reforms, and entrust the reactionary aristocrats with ultimate power. Whatever the case may be, it seems that reform during the Victorian era was an inevitable development.

A reform movement is a kind of social movement that aims to make gradual change, or change in certain aspects of society, rather than rapid or fundamental changes. A reform movement is distinguished from more radical social movements such as revolutionary movements.

Reformist ideas are often grounded in liberalism, although they may be rooted in socialist or religious concepts. Some rely on personal transformation; others on small collectives, such as Mahatma Gandhi's spinning wheel and the self-sustaining village economy, as a mode of social change. On the other hand, Reactionary movements, which can emerge against any of these, attempt to put things back the way they were before any successes the new reform movement can achieve, or to prevent any such successes.

The Social Reform system in the Victoria age was a mechanism that sought to emulate the wave of initiatives that aimed at curing the social ills during the latter part of that era. Historically, such reforms were often rejoined to halt the general practices that had been taking place for many years in short bursts; hence reform was often accomplished by private citizens and businesses, with little or no government intervention. These reforms were also extremely diverse, ranging from the commonly cited safety or health codes of the early 20th century, to the ill-fated and universally banned movements of the late 19th and early 20th centuries.

The historical facts about social reform are quite messy. For the sake of simplicity, it can be said that the Victorian system displayed only the most common reforms and ignored the private sector reforms , favoring the more easily managed state reforms. These reforms can be seen as helpful, or harmful, for, overall, it depends on one's personal attitude, regardless of public opinion which was mainly concerned with the cost and benefit of kinds of reform that might be brought about.

Reform movements began to take place within the major political parties, and were accompanied by the newly empowered middle classes that began to feel uneasy. This was reflected in the literature of the time by writers such as Morris, Carlyle, and Ruskin who warned that traditional English freedoms were under threat from land –desecrating capitalists and that the dignity of labour must be re-affirmed. There were those of middle class origin who wished to see for themselves the problems that were faced by the poverty-stricken people, in an attempt to alleviate their suffering.

Wherever the industrial development reached certain points, it is bound to call forth social movements and economic changes. These economic changes will have revolutionize the brains of the people more than all the pamphlets and leaflets

written in glowing terms and distributed broadcast by the young heroes who are prepared to risk freedom and life for a generous ideal.
https://en.wikipedia.org/wiki/Revolutionary_movement

Part Two: Previous Studies

Since this study is concerned with the analysis of this chapter, the literature related to the research topic was reviewed. Actually, there are many previous studies carried out on almost the same field of this study, the researcher takes information from different sources of information including books, references, and formal web sites. Such studies and researches have been very helpful and they do really support the case of the study. The important of the English literature represented in the valuable contributions of the writers to the world of the literature and how they have sets good models of education for the reader. The researcher focused on the Victorian literature in general and special in Jane Eyre novel written by Charlotte Bronte.

2.2.1 Victorian literature gives great attention to didacticism

Didacticism means to instill a particular piece of literature or article with a specific philosophical concept meant to teach a specific message or a moral lesson besides giving information and pleasure. It is specifically used for literary pieces that are full of morality and target a specific audience. In a more derogatory sense, a didactic piece is one that is ostentatious and dull and is designed for erudite readers rather than a common audience. Besides entertainment and pleasure, didactic literature was meant to offer something that would better the morality of the audience. Although critics have denounced didactic literature for its tedious and boring instructive quality, it nevertheless has an influence in improving overall

character and behavior of individuals. Every society has examples of didactic literature devoted to improve the morality of its people.

At the outset of the Victorian period, critics assumed that the visual and literary arts had a didactic role. Art conveyed moral truth, and thus contributed to the improvement and cohesion to the social body, as well as to the intellectual and spiritual nourishment of the individual (Moran.2006).Jane Eyre as a Victorian novel has a didactic function, underlining the need for values and emphasizing the reward that is granted to the heroine for her, after all, conformist behavior (Gymich 2012). Jane Eyre is a didactic novel which subordinates the values of passion to those of restraint (Grudin 1967).

Victorian literatures didactic reflected in the Jane Eyre novel in its themes, all Jane Eyre's themes considered a didactic point for students. And these themes (didactic) included:

-Morality; Because Jane absolutely refuses to be Mr. Rochester's love/mistress/paramour or whatever, because of her "self respect and moral conviction".

-Family and Home; Jane spends quite a bit of time searching for a place of belonging, and in the end she finds her family and a home.

-Independence; Jane, through the whole entire book, demands to be treated as an individual, independent person, who has her own talents and needs and wants. In the beginning, though, she is punished harshly for that independence she is so proud of, but it does not cause her to submit.

-Love and Passion; Jane refuses to marry St. John because she does not love him. Blanche Ingram's interest in Mr. Rochester has neither love nor passion, and is shown as a materialistic and shallow interest. Jane and Mr. Rochester, however, end up happy together because they are deeply in love with each other, and very passionate about each other.

-Social Class; It is shown that social class does not determine an individual's worth. Jane herself is an orphan, and very poor. She realizes, too, after teaching the farmers' children, that they are gentle and kind, and should be valued just as much as high-society children.

2.2.2 Childhood in Victorian Era

Victorian Britain was a nation of children; until late in the 19th century, families were large and life expectancy low. Despite the increase in population and a drop in death rate, the percentage of children in the population was steady (Frost, 2008).

The most important change was in the way people thought about children. In 1837 children were treated at work and the law as the same as adults. In 1901, people thought that childhood was a special time and children should be treated differently. Early Victorians thought children were naturally bad, and needed the badness beaten out of them (Barber, 2010).

A central issue for any childhood is the question of definition. Who, exactly, was a child in this period? The legal age of majority in Britain was twenty one; at law, then, any one under the age was an infant and to have an adult guardian. Another way to define childhood was by schooling; when a child took a degree or went to university, the issue of adult supervision; a child became an adult when he or she earned independence from older authorities. None of these definitions is helpful of the Victorian period. In the first place, the age of majority was far too high to comprehend the lives of lower-middle working class youths, as these children went to work early, some leaving home in their late teens. Second the break from childhood to adulthood was not clean. Many children did not receive formal education or did, so far only a few years; those who worked at full time at young ages remained at home and under the control of their parents. In addition, those

who left home in their teens were often still supervised by employers, Church authorities, or the state. Indeed, domestic servants, especially female ones remained under the control of their employer well into their legal adulthood. Third, as mentioned previously, childhood different by class, sex, and generation. In the early the country, Britain did not require a school attendance of all children, and poor children went to work as early as seven. Upper-class boys and girls, in contrast, stayed in school much longer, and thus were minors until their early twenties. Sex also made different, especially in the upper classes, because boys moved into university or work, while their sisters remained children of the house until marriage. Childhood lengthened during the course of the 19th century, too, so late Victorian childhood different from early Victorian one's (Frost.2009).

The Victorian Age was a very ambiguous time with great prosperity and terrible poverty going side by side. This ambiguity also becomes apparent in the perception of children and childhood. On the one hand children were estimated as immensely important and childhood was a heavily idealized and romanticized time-children were seen as sweet, little angels who were entirely good and innocent since they weren't corrupted by the cruel world yet. But despite this obsession with children, the child mortality rate, especially in poorer districts of great cities, was appallingly high and child labor a regular occurrence in a society in which child labor provided an opportunity for additional income for hard-pressed families and capital advantage for eager employers. Although, children had already been working before the rise of the Industrial Revolution, during _the early part of the nineteenth century, child labor became to be used on a scale it had never been used on before, mainly for the simple reason that steam-power and new machinery now allowed children to take over work that had previously required the strength of grown men. The Industrial Revolution heralded in a change of form of child labor because it opened new ways to employ children in sectors, which

formerly had been virtually out of limits for a child's work capacity. Taking all these facts into account it is an interesting observation that the children of the middle- and upper-classes were adored and idolized while their poor fellows were exploited and neglected by the same society that claimed to love children above all else. It is a fact that the quality of daily life in Victorian England rested upon the underlying structure determined by social class. Class-differences were a substantial factor of the Victorian society and unsurprisingly the grave differences between the classes led to different and distinctive views on ethics, work, domesticity and children in general (Schuster, 2013).

Chapter Three

Research Method

Chapter Three

Research Methodology

3.1.0 Research Design

Since this research is related with analyzing particular forms of written text, it does not need to apply a method of data collection. This research uses a content analysis and descriptive-qualitative method to analyze the data because the data of this research are nonnumeric. The study, therefore, takes extracts from selected Novel Jane Eyre, and interprets Charlotte Bronte's views and ideas; this can be analyzed through selecting specific characters. The analyses are sub-divided with headlines according to the detailing concepts and the relevant issues of Victorian society will be discussed in chapters.

This study is a qualitative research, which uses content analysis as its method. (Creswell, 2006) states that qualitative research as an investigation process of comprehension based on distinct methodological traditions, which explore a social or human problem. Qualitative research studies things in natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people brings to them. Thus, the researcher builds a complex outline, analyzes words, reports detail information and conducts the study in a natural setting. In addition to the concept of natural inquiry, a qualitative researcher is unable to manipulate the data as he or she only describes or explains a phenomenon as its fact.

This research uses a content analysis and descriptive-qualitative method to analyze the data because the data of this research are nonnumeric. (Neuman,2007) strengthens the statement by saying that content analysis is a technique for examining information, or content, in written or symbolic material (e.g., pictures, movies, song, lyrics, etc.); while (Berg, 2001) added that the data of descriptive-

qualitative method are in the forms of words, pictures and not in Numbers. The data are used to describe the phenomena of inequalities toward poor people, particularly, children and Women which happened during the Victorian era Thus, the description of the data helps the researcher to present and explore the complexity of the research. In addition, it can also engage the readers to understand the research.

3.1.1 The Data and the Data Sources

(Lisa,2008). defines data as a collection of information that is used in the research. Qualitative data come in the forms of photos, written words, phrases, or symbols describing or representing people, actions, and events in social life (Neuman, 2007). In the qualitative research usually data are in the form of nonnumeric but have variety in sources. Based on such explanation, the data of this research are some phrases, clauses, sentences and expressions related to the phenomena of inequalities toward poor people, particularly, children and Women which happened during the Victorian era. The data source of this research were divided into two groups, primary and secondary source.

A. Primary Source

The main source of this study was *Jane Eyre*, a novel written by Charlotte Bronte in 1847. (Simplified Macmillan reader).

B. Secondary Source

The researcher also used some additional references as the supporting information in analyzing the data. These supporting information are mostly about taken from some books, journals, and website articles on the internet. In attaining comprehension about the explanations of social class, feminism, gender difference, patriarchy, and other details, the researcher used some books and precious researches.

3.1.2 Research Instruments

Research instrument is defined as a tool or facility used by the researcher in collecting the data (Neuman, 2007). Therefore, instrument is very important in conducting the research in order to produce a better research finding. According to (Moleong, 2010), the researcher is the main instrument in a qualitative research. In this study, the researcher himself used his capacity to interpret and analyze the data dealing with the concept of how Charlotte Bronte raise awareness and reforms the Victorian society, there are many characters, which resembled children suffering and woman abuse as poor people who have no authority. They will be illustrated in the analytical construct at the stages of chapter four. Thus, the researcher, as the main instrument, acted as the planner, data collector, and analyst and result presenter for his research findings.

3.1.3 Data Collecting Technique

Basically, reading the novel carefully and making notes were the significant ways to collect the data in this research. The comprehension reading of the novel was conducted more than once to get the detail information and relevant data to the problems of the research.

According to (Neuman 2007), in content analysis, a researcher first identifies a body of material to analyze (e.g., books, newspapers, films, etc.) and then creates a system for recording specific aspects of it. In other words, in this research, the process of identifying the body of material is done by reading and rereading the novel carefully and comprehensively in order to understand the content of the text while the process of creating a system for recording specific aspects is done by taking notes. The researcher took notes to collect the data, and they were classified into two categories: children and woman abuse occurred in Victorian society and how their characters' responses were. In addition, the data

classification of into two; Jane Eyre as child and adult; (themes: didacticism, social class oppression, education, independence etc.).

3.1.4 Data Analysis Technique

Data analysis which includes gathering and linking the data to find particular phenomena is the important part of qualitative research (Lisa, 2008) and (2007,Neuman) say that in content analysis, a researcher first identifies a body of material to analyze (e.g. books, newspapers, films, etc.) and then creates a system for recording specific aspects of it. In this research, the phenomena found and analyzed are the classification of social problem that occurred in the novel, and the protagonist's responses to vicorian socity in Charlotte Bronte's *Jane Eyre*. In applying the data analysis technique, (Creswell,2009) mentions the five steps namely organizing and preparing the data, reading through all the data, coding the data, giving a description, interrelating description and interpreting the meaning of description.

The five steps that were conducted to analyze the data are explained as follows:

1. Identifying the data from the novel by making some notes.
2. Reading and rereading the whole data and arranging the data into major topics (themes).
3. Sorting the data by selecting the relevant data and excluding the irrelevant data. The selected relevant data were classified and interpreted according to its thematic meaning.
4. Making the interrelation between the description of the data and the theory to get the findings based on the objectives.
5. Finally, making an interpretation of the findings based on the researcher's comprehension and novel themes .

3.1.5 Data Trustworthiness

The researcher used trustworthiness to emphasize the research. In essence, trustworthiness can be assumed as the ways in which qualitative researchers ensure that those criteria in their research are evident (Neuman, 2007). Related to the ways in achieving the trustworthiness, Given (2008) mentions four criteria which can be used. Those are credibility, transferability, dependability and conformability.

This research principally applied credibility and conformability criteria. Credibility provides valid data so that the research is reliable. Meanwhile, conformability means neutrality of the basic issue, whether the conclusion and explanation of the data depend on the subject, and the condition of the inquiry rather than on the researcher. The data in this research were not chosen in random. Thus, to produce valid data, the data themselves were taken from a concept based On Novel, previous studies and theories, all these related to Victorian society specific turbulence.

Chapter Four

Analysis and Discussion

Chapter Four

Analysis and Discussion

4.0 Analysis and Discussion of Jane Eyre

This chapter attempts to discuss and analyze selected novel: Jane Eyre, and show how it reflects the conditions under which the people in Charlotte Bronte's time lived and the challenges they faced.

Charlotte Bronte's lifetime coincides with the greatest period of penal and legal reform in British history. During that period, many studies were carried out on the causes of crime, and how to remove them. This led to developments in educational and charitable institutions. Charlotte Bronte herself had great sympathy for the suffering of children, women, and her sympathy drew much strength from the traumatic experience of her own childhood. She also had great pity for female offenders, and was charitable and kind to them.

A Victorian era (1837- 1901) witness the time of the queen Victoria and consider as the Gloria age in England. This era witness the explosion in different ways like literature, theater, economic situation and industrial revolution. *Jane Eyre* by Charlotte Bronte is considered as the greatest and attractive Novel, which reflects the landscape, description of countryside in England and it talks about social issues. Charlotte Bronte as a creative writer she is able to encounter the social problems. *The Novel of Brontes*, Three novelist-daughters of a widower clergyman in Yorkshire presented Thesis never before voiced in English fiction: that a woman's passion and emotional depth can equal or exceed a man's. They were Charlotte, Emily, and Anne Bronte, who, in that chauvinistic age had to use male pseudonyms to publish, Poems by Currery Ellis, and Acton Bell (1846).

4.1 Plot

What is the plot structure of Jane Eyre?

The plot can be divided into five distinct sections: her early childhood at Gateshead, her education at Lowood, her time at Thornfield, her retreat to Moorhead, and her return to Rochester at Ferndean.

Jane Eyre: Synopsis

Jane Eyre is a young orphan being raised by Mrs. Reed, her cruel, wealthy aunt. A servant named Bessie provides Jane with some of the few kindnesses she receives, telling her stories and singing songs to her. One day, as punishment for fighting with her bullying cousin John Reed, Jane's aunt imprisons Jane in the red-room, the room in which Jane's Uncle Reed died. While locked in, Jane, believing that she sees her uncle's ghost, screams and faints. She wakes to find herself in the care of Bessie and the kindly apothecary Mr. Lloyd, who suggests to Mrs. Reed that Jane be sent away to school. To Jane's delight, Mrs. Reed concurs.

Once at the Lowood School, Jane finds that her life is far from idyllic. The school's headmaster is Mr. Brocklehurst, a cruel, hypocritical, and abusive man. Brocklehurst preaches a doctrine of poverty and privation to his students while using the school's funds to provide a wealthy and opulent lifestyle for his own family.

At Lowood, Jane befriends a young girl named Helen Burns, whose strong, martyrlike attitude toward the school's miseries is both helpful and displeasing to Jane. A massive typhus epidemic sweeps Lowood, and Helen dies of consumption. The epidemic also results in the departure of Mr. Brocklehurst by attracting attention to the insalubrious conditions at Lowood. After a group of more sympathetic gentlemen takes Brocklehurst's place, Jane's life improves

dramatically. She spends eight more years at Lowood, six as a student and two as a teacher.

After teaching for two years, Jane yearns for new experiences. She accepts a governess position at a manor called Thornfield, where she teaches a lively French girl named Adèle. The distinguished housekeeper Mrs. Fairfax presides over the estate. Jane's employer at Thornfield is a dark, impassioned man named Rochester, with whom Jane finds herself falling secretly in love. She saves Rochester from a fire one night, which he claims was started by a drunken servant named Grace Poole. But because Grace Poole continues to work at Thornfield, Jane concludes that she has not been told the entire story. Jane sinks into despondency when Rochester brings home a beautiful but vicious woman named Blanche Ingram. Jane expects Rochester to propose to Blanche. However, Rochester instead proposes to Jane, who accepts almost disbelievingly.

The wedding day arrives, and as Jane and Mr. Rochester prepare to exchange their vows, the voice of Mr. Mason cries out that Rochester already has a wife. Mason introduces himself as the brother of that wife, a woman named Bertha. Mr. Mason testifies that Bertha, whom Rochester married when he was a young man in Jamaica, is still alive. Rochester does not deny Mason's claims, but he explains that Bertha has gone mad. He takes the wedding party back to Thornfield, where they witness the insane Bertha Mason scurrying around on all fours and growling like an animal. Rochester keeps Bertha hidden on the third story of Thornfield and pays Grace Poole to keep his wife under control. Bertha was the real cause of the mysterious fire earlier in the story. Knowing that it is impossible for her to be with Rochester, Jane flees Thornfield.

Penniless and hungry, Jane is forced to sleep outdoors and beg for food. At last, three siblings who live in a manor alternatively called Marsh End and Moor House take her in. Their names are Mary, Diana, and St. John Rivers, and Jane quickly becomes friends with them. St. John is a clergyman, and he finds Jane a job teaching at a charity school in Morton. He surprises her one day by declaring that her uncle, John Eyre, has died and left her a large fortune: 20,000 pounds. When Jane asks how he received this news, he shocks her further by declaring that her uncle was also his uncle: Jane and the Riverses are cousins. Jane immediately decides to share her inheritance equally with her three newfound relatives.

St. John decides to travel to India as a missionary, and he urges Jane to accompany him—as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realizes that she cannot abandon forever the man she truly loves when one night she hears Rochester’s voice calling her name over the moors. Jane immediately hurries back to Thornfield and finds that it has been burned to the ground by Bertha Mason, who lost her life in the fire. Rochester saved the servants but lost his eyesight and one of his hands. Jane travels on to Rochester’s new residence, Ferndean, where he lives with two servants named John and Mary.

At Ferndean, Rochester and Jane rebuild their relationship and soon marry. At the end of her story, Jane writes that she has been married for ten blissful years and that she and Rochester enjoy perfect equality in their life together. She says that after two years of blindness, Rochester regained sight in one eye and was able to behold their first son at his birth.

4.2 Portraying of Social Background in Jane Eyre

Throughout the decades, issues, preferences, and events have changed making books of certain styles fade away into time. Few books have beaten the test of time and continue to have relevance in the present day. *Jane Eyre*, written by Charlotte Bronte, stands as a classic work of literature that has overcome time and is still being read after 175 years from its original publishing date. Even today readers can effectively connect to the plight of Jane and the social issues that Bronte attempted to illuminate. Combined with an eloquent writing style *Jane Eyre* continues to have a positive effect on the reform for children.

Bronte, through her novel *Jane Eyre*, elucidates many themes in which she deemed important for the time period. One of these themes is the manipulation of the young and naïve. Jane, clouded by her love for Rochester.

At this time, the young were manipulated for the sake of the family and were usually given no say in their future, an aspect in society that Bronte deemed important to shed light on. At all levels of society and in virtually all levels of the education system, boys and girls were taught separately. The children of poor or working-class families were taught in local schools, such as the one in which *Jane Eyre* is a schoolmistress. Such children would rarely progress beyond learning basic skills; most learning was by rote. Most of these children would have left school by their early teen years to work on farms or in factories; boys would often leave to join the army or navy. Upper- and upper-middle-class families, on the other hand, sought to enroll their sons in exclusive private schools (known paradoxically as public schools).

Young children in upper-class and upper-middle-class families—both boys and girls would often receive their earliest education from governesses. Governesses were women who were hired to serve as live-in tutors; they provided their charges with ongoing lessons in a variety of subjects until the child was old enough to be sent away to school. For the most part these women were daughters of the middle classes and the professional classes who had attained a certain level of education. Although the profession of governess was not financially rewarding, it was respectable.

Working conditions for governesses varied, depending upon the particular family for which a governess might work. Some parents treated their hired governess with respect, as a professional, while others considered governesses little more than servants who were expected to keep in their place.

In the traditional curriculum of the time, girls and young women did not study such "serious" subjects as mathematics, science, or classics. However, they were taught grammar, history, geography, and French. Art, music, and sewing or embroidery were also considered appropriate subjects, and young women were all expected to have a knowledge of the Bible and basic Christian teachings. These subjects were taught both by governesses and at school. Jane Eyre may not be a typical governess, but clearly she has an excellent command of most of these subjects. By the middle of the nineteenth century, some twenty-five thousand women in England worked as governesses.

Jane Eyre depicts several views of marriage. The marriage of Rochester and Bertha owes more to the *Gothic imagination* than to reality, while the marriage of Rochester and Jane may also have been more the exception than the norm. Perhaps the most historically accurate view of marriage in early Victorian England

is suggested by those marriages in the novel that might, but do not, take place. The anticipated marriage of Rochester and Blanche Ingram, for example, would seem an appropriate one to many Victorians because the two partners come from the same social class. A marriage such as the potential one between Jane and St. John Rivers would also not have been unusual. A husband such as Rivers would secure a "helpmeet" to share his burdens, while the woman in such a marriage would be given an opportunity to establish her own home and family and to do good works.

4.2.1 Victorian reforming Values in "Jane Eyre"

The Victorian Age: Social Background There are two dates for the beginning of the Victorian Age in England: The first date is 1837, when the Queen Victoria accessed to the British throne. However the most accepted date as the start of the Victorian Age is 1832, date of the First Reform Bill. This reform allowed the entrance of urban bourgeoisie or middle-class in the Parliament because the requirements for voting were simplified; there was an increasing number of population with the right to vote. This reform also broke up the monopoly of power in hands of aristocracy and landowners in the Parliament.

The end of this Age is placed in the turn of the century when Queen Victoria died in 1901. The Victorian Age is usually divided into three sub-periods: Early Victorian period. Mid-Victorian period. Late Victorian period. The period in which Charlotte Brontë wrote *Jane Eyre* (1847) was Early Victorian period.

The Early Victorian period (1832-1851) The Early Victorian period was a stage of social convulsions and deep transformations because the Industrial Revolution in England. The rural way of life in the villages and countryside was changed into an urban life in the big industrial cities. An economy based on industry and commerce was settled in England. One of the most important features of this stage was the appearance of two new social classes: a) Urban working class:

lower social classes b) Industrial middle class who increased in number and they wanted to participate in the Parliament. They wanted a change and they achieved: this reform appeared in Jane Eyre's novel.

For example, The settings of her novels were also influenced by the places where Charlotte Brontë has lived. In Jane Eyre, many settings show the features of Yorkshire desolated moors: Gateshead and Thornfield surroundings. Some important figures of Charlotte Brontë's life have their reflection on some characters in Jane Eyre. St. John Rivers's severe discipline and devoted religious life reminds of Charlotte Brontë's father, Reverend Brontë and his strictness and coldness. Miss Temple's friendly care for Jane and Helen Burns may make reference to Mrs. Wooler, headteacher at Roe Head, who always had encouraged Charlotte through her years at school. It is quite that Charlotte Brontë's life has affected the composition of her novels.

Jane Eyre is a *Bildungsroman*; it is a novel that narrates the story of protagonist's growth and internal development on her search for a meaningful existence in society. The novel also contains elements of a romance novel and a Gothic novel. It is written in the form of an autobiography and narrated by the protagonist Jane Eyre in a friendly, confessional tone. In the novel we follow the protagonist's development from childhood to becoming a young woman. An orphan, forced to battle a cruel guardian, a patriarchal society and a rigid social order.

4.2.2 Themes in Jane Eyre

Themes are the fundamental and often universal ideas explored in a literary work.

4.3 Love versus Autonomy

Jane Eyre is very much the story of a quest to be loved. Jane searches, not just for romantic love, but also for a sense of being valued, of belonging, (platonic love).

Thus Jane says *'you don't like me,' I replied. 'John and Eliza are unkind to me. I want to leave Gateshead Hall.'* *'You want to leave!'* Aunt Reed said, *'where will you go? Your parents are dead. You cannot leave alone.'* Aunt Reed thought for a moment. *'My friend, Brocklehurst, is the owner of the school,' she said. 'I will send you to Mr Brocklehurst's school.'* (p,10). Charlotte Bronte portrays society's behavior, as if she says do that, that is correct, that is not.

Autonomy

For example, when Jane Eyre says, *I got up early; I put on my wedding dress. The clergyman started to speak. At every marriage, the clergyman asks an important question, he asks 'is there a problem about this marriage?' the people in church the clergyman spoke loudly. He asked this question and waited, there was silence for a moment. Then one of the men in the dark corner stood up. He spoke loudly. 'There is a problem. These two people must not be married!' he said. 'There is not a problem!' Mr. Rochester said to the clergyman. 'Please go on with the marriage.'* *'No, I cannot go on with the marriage.'* The clergyman replied. He spoke to the man in the corner. *'What is the problem, Sir?'* he asked. *Mr. Edward Rochester has wife! Mr. Rochester turned and looked at the man. 'Who are you?*

What do you know about me?' (p,46-47). Witter refers to the real intention of women at that time, she want to say that, man deliberately exploit woman.

In addition, she says,

She was tall and heavy. Her dark hair was in front of her face. The woman turned and looked at us. I knew that terrible mad face. I had seen in my bedroom two night before. The madwoman saw Mr. Rochester. She screamed and ran towards him. 'Be careful, sir!' Grace Poole said. The madwoman was very strong. She screamed and she hit Mr. Rochester. But Mr. Rochester held her arm. (p,49).Charlotte Bronte refers to woman, who treated badly by the Victorian society.

4.3.1 Love and Refusing marriage

Her fear of losing her autonomy motivates her refusal of Rochester's marriage proposal. Jane believes that "marrying" Rochester while he remains legally tied to Bertha would mean rendering herself a mistress and sacrificing her own integrity for the sake of emotional gratification. On the other hand, her life at Moor House tests her in the opposite manner. There, she enjoys economic independence and engages in worthwhile and useful work, teaching the poor; yet she lacks emotional sustenance. Although St. John proposes marriage, offering her a partnership built around a common purpose, Jane knows their marriage would remain loveless.

Nonetheless, the events of Jane's stay at Moor House are necessary tests of Jane's autonomy. Only after proving her self-sufficiency to herself can she marry Rochester and not be asymmetrically dependent upon him as her "master." The marriage can be one between equals. As Jane says:

The first marriage proposal

Jane says, I went slowly downstairs. Mr. Brigg the lawyer spoke to me. 'I am sorry for you, Miss Eyre, he said.' 'You did nothing wrong. Your uncle, Jane Eyre, is sorry for you too. He read your letter. And then he met Richard Mason in Madeira. Your uncle is dying, Miss Eyre. He could not come to England. He sent me here. He wanted me to stop this marriage.' I did not answer. I went to my room I locked the door. I took off my wedding dress. I put on plain black dress. I lay down on bed.

'I am Jane Eyre today,' I thought. I will be Jane Eyre tomorrow I will never be Jane Rochester. I must leave Thornfield Hall. I must never see Mr Rochester again. My life here is finished.(p,51).

The Second marriage proposal

St. John decides to travel to India as a missionary, and he urges Jane to accompany him—as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realizes that she cannot abandon forever the man she truly loves him.

4.3.2 Religion

Throughout the novel, Jane struggles to find the right balance between moral duty and earthly pleasure, between obligation to her spirit and attention to her body. She encounters three main religious figures: Mr. Brocklehurst, Helen Burns, and St. John Rivers. Each represents a model of religion that Jane ultimately rejects

as she forms her own ideas about faith and principle, and their practical consequences.

Mr. Brocklehurst illustrates the dangers and hypocrisies that Charlotte Brontë perceived in the nineteenth-century Evangelical movement. Mr. Brocklehurst adopts the rhetoric of Evangelicalism when he claims to be purging his students of pride, but his method of subjecting them to various privations and humiliations, like when he orders that the naturally curly hair of one of Jane's classmates be cut so as to lie straight, is entirely un-Christian. Of course, Brocklehurst's proscriptions are difficult to follow, and his hypocritical support of his own luxuriously wealthy family at the expense of the Lowood students shows Brontë's wariness of the Evangelical movement such as: (Hypocrisy)

Mr. Brocklehurst owned the school. He was a rich man. But he did not buy warm clothes for us. And he did not buy good food for us. Everybody hated him.

In the spring, many of the girls became sick. Some of them left the school. They never came back. Many of the girls died.

That spring was a terrible time. We had no lessons. Miss temple and the other teachers took care of the sick pupils. Mr Brocklehurst had to buy better food for us. And he had to buy warm clothes for us. Mr Brocklehurst never came to school. (p,15).

Many chapters later, St. John Rivers provides another model of Christian behavior. Glory and extreme self-importance. St. John urges Jane to sacrifice her emotional needs for the fulfillment of her moral duty, offering her a way of life that would require her to be disloyal to her own self. E.g.

St. John decides to travel to India as a missionary, and he urges Jane to accompany him—as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realizes that she cannot abandon forever the man she truly loves him.

Although Jane ends up rejecting all three models of religion, she does not abandon morality, spiritualism, or a belief in a Christian God. When her wedding is interrupted, she prays to God for solace. As she wanders the heath, poor and starving, she puts her survival in the hands of God. She strongly objects to Rochester's lustful immorality, and she refuses to consider living with him while church and state still deem him married to another woman. Even so, Jane can barely bring herself to leave the only love she has ever known. She credits God with helping her to escape what she knows would have been an immoral life.

e.g.

'No, Edward,' I said. 'I am going away. We will be unhappy, but we must not be together, goodbye, Edward.'

'Oh, Jane! Jane, my love!' Mr Rochester said. Don't leave me!' I kissed Mr Rochester. God will help you, Edward,' I said. (p,52)

Jane ultimately finds a comfortable middle ground. Her spiritual understanding is not hateful and oppressive like Brocklehurst's, nor does it require retreat from the everyday world as Helen's and St. John's religions do. For Jane, religion helps curb immoderate passions, and it spurs one on to worldly efforts and achievements. These achievements include full self-knowledge and complete faith in God.

Social Classes

4.3.3 Class oppression

Class privilege is the basis of one person or group claiming to be more important, smarter, better, more deserving, more qualified than another person or group. The lower group is viewed as less intelligent, less talented, inferior, and not worth very much. The importance of class issue is that it focuses exclusively on the poor, which is the members of lower group (Bowles & Edwards in Barone,1998).

In a society in which class stratification exists, class stratification is also one of the reasons of women oppression. Society treats a person based on which class he or she belongs to. A woman from lower class usually gets double oppression in her life: as a woman and as a member of the lower class.

Jane Eyre is critical of Victorian England's strict social hierarchy. Brontë's exploration of the complicated social position of governesses is perhaps the novel's most important treatment of this theme. Like Heathcliff in *Wuthering Heights*, Jane is a figure of ambiguous class standing and, consequently, a source of extreme tension for the characters around her. Jane's manners, sophistication, and education are those of an aristocrat, because Victorian governesses, who tutored children in etiquette as well as academics, were expected to possess the "culture" of the aristocracy. Yet, as paid employees, they were more or less treated as servants; thus, Jane remains penniless and powerless while at Thornfield. Jane's understanding of the double standard crystallizes when she becomes aware of her feelings for Rochester; she is his intellectual, but not his social, equal. Even before the crisis surrounding Bertha Mason, Jane is hesitant to marry Rochester because she senses that she would feel indebted to him for "condescending" to marry her.

Jane's distress, which appears most strongly in Chapters, seems to be Brontë's critique of Victorian class attitudes.

By placing *Jane Eyre* between the lower and middle classes, Charlotte Brontë puts an extra emphasis on the expanding gap between the ideologies of the social classes present during the Industrial Revolution in England.

e.g. *In June, the weather was hot. One evening, I walked into the garden. Mr Rochester was here too.*

'Do you like this house, Jane?' he asked.

'Yes, sir, I replied' 'soon, Adele will go to live at a school, Jane,' he said. 'then, I will not govern here. Will you be sad then, Jane? (p, 41).

Jane herself speaks out against class prejudice at certain moments in the book. For example:

Miss Ingram pointed at Adele. 'Why doesn't this little girl live at school, MR Rochester?' she asked. 'Adele learns her lesson at home,' Mr Rochester replied. 'She has a governess.' 'Oh, yes. That small woman by the window,' Miss Ingram said. 'I had many governesses. I hated all of them. They were all ugly and stupid!' Latter, Miss Ingram and Mr Rochester sang some songs together. Mr Rochester had a fine voice. I listened to the songs, then I left the room.

However, it is also important to note that nowhere in *Jane Eyre* are society's boundaries bent. Ultimately, Jane is only able to marry Rochester as his equal because she has almost magically come into her own inheritance from her uncle.

4.3.4 Patriarchal oppression

Oppression is one of the big problems faced by feminists and women in patriarchal system. Kate Millet (Tong 2009), a radical feminist, insisted that the roots of women's oppression are buried deep in patriarchy's sex or gender system. It is said that patriarchal ideology exaggerates biological differences between men and women, making certain that men always have the dominant, or masculine, roles and women always have the subordinate, weak characteristics.

Jane struggles continually to achieve equality and to overcome oppression. In addition to class hierarchy, she must fight against patriarchal domination against those who believe women to be inferior to men and try to treat them such as; Three central male figures threaten her desire for equality and dignity:

a-Mr. Brocklehurst

A few days later, Mr. Brocklehurst came to the Gateshead Hall. He was a very tall man. His eyes were dark and his face was cruel. 'Jane Eyre, he said to me. God does not like bad children. God punishes bad children, Jane Eyre.' 'God will punish John reed,' 'I replied, John hits me and he shouts at me.' That is not true. You are a liar, Jane Eyre,' Mr. Brocklehurst said. 'you must not tell lies. And you must not live here with your cousins. You will come to Lowood School. You will become a good girl.' I want to come to your school, sir,' I said. 'I want to leave this house.' 'Bad girls are punished at my school,' Jane Eyre Mr Brocklehurst said. The girls work very hard at Lowood.' (p,11)

b-Edward Rochester

The madwoman saw Mr Rochester. She screamed and ran towards him. 'Be careful, sir!' Grace pool said .The madwoman was very strong. She screamed and Mr Rochester. But Mr Rochester held her arms. 'This woman is my wife!' Mr Rochester said angrily. 'I wanted to forget about her. I wanted to marry this young girl, Jane Eyre. Was I wrong?' He was silent for a few moments. Then he spoke quietly. 'Yes. I was wrong,' he said 'I love Jane Eyre but I was wrong. Now, go, all of you. I must take care of my mad wife!'

I went to my room and I locked the door. I took off my wedding dress. I put on a plain lack dress. 'I lay down on my bed. I am Jane Eyre today,' I thought. 'I will be Jane Eyre tomorrow. I will never be Jane Rochester. I must leave Thornfield Hall. I must never see Jane Rochester again. My life here is finished.' (p,50).

c-St. John Rivers

St. John decides to travel to India as a missionary, and he urges Jane to accompany him as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realizes that she cannot abandon forever the man she truly loves him.

All three are *misogynistic* on some level. Each tries to keep Jane in a submissive position, where she is unable to express her own thoughts and feelings. In her quest for independence and self-knowledge, Jane must escape Brocklehurst, reject St. John, and come to Rochester only after ensuring that they may marry as equals. This last condition is met once Jane proves herself able to function, through

the time she spends at Moor House, in a community and in a family. She will not depend solely on Rochester for love and she can be financially independent. Furthermore, Rochester is blind at the novel's end and thus dependent upon Jane to be his "prop and guide." In Chapter 12, Jane articulates what was for her time a radically feminist philosophy:

Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them, or laugh at them, if they seek to do more or learn more than custom has pronounced necessary for their sex.

4.3.5 Home and Belonging

Gates head Hall

Throughout the novel, Jane defines her idea of home as a place where she both belongs and can be useful. When the Reeds' apothecary, Mr. Lloyd, questions whether Jane is happy to live at Gateshead, Jane emphasizes that it is not her house because she has no right to be there. In the first chapter, Jane describes herself as "a discord" at Gateshead because her temperament doesn't match that of the Reeds, and "useless" because the fact that she doesn't fit in with the family keeps her from adding to the happiness of the household. Further, Jane's sense of alienation is compounded because no one loves Jane at Gateshead, and she has no one to love in return.

e.g.

'John hit me with a book,' I said. 'I hate him. And I hate you too!' 'You are bad girl, Jane,' my aunt said. 'Why do you hate me?' 'You don't like,' I replied. 'John and Eliza unkind to me. I want to leave Gateshead Hall.' 'You want to leave,' Aunt Reed said. 'Where will you go? Your parents are dead. You cannot live alone. Aunt Reed Thought for a moment. 'My friend' Mr. Brocklehurst, is the owner of the school,' She said. I will send you to Mr. Brocklehurst's shool.' (p,10).

Lowood School

At Lowood, Jane seeks to find work elsewhere after Miss Temple's departure, mainly because she believes it was Miss Temple that made Lowood homey. Without the person she loves most, Jane's usefulness is no longer enough to constitute Lowood as home.

e.g.

'look at Jane Eyre, everybody!' Mr. Brocklehurst said. This child is bad. She is a liar. She will be punished! Miss Temple! Teacher! Girls! Don't talk to this girl.' Then he spoke to me again. *'Jane Eyre, you must stand on that chair for two hours,' he said. 'You are bad girl!' that evening, I cried and cried. But Miss Temple was kind to me. 'You are good pupil, Jane Eyre,' she said. 'And you are not bad girl. I am your friend, Jane.'* *'thank you Miss Temple,' I said.*

Thornfield Hall

Later, at Thornfield, Jane shares such a deep emotional connection with Rochester that she declares him to be her “only home,” but she leaves Rochester because living with him would contribute to his sin and damage his soul.

I went to my room and I locked the door. I took off my wedding dress. I put on a plain lack dress. ‘I lay down on my bed. I am Jane Eyre today,’ I thought. ‘I will be Jane Eyre tomorrow. I will never be Jane Rochester. I must leave Thornfield Hall. I must never see Jane Rochester again. My life here is finished.’ (p,50).

After learning about Bertha Mason, she feels morally useless around him. By novel’s end, when Jane finally returns to Rochester, she can at last be useful him, in part because he now must depend on Jane for his eyesight. Jane’s desire to belong is connected to her desire to be valuable to another person, and these desires drive her decisions throughout the entire novel.

Mr Rochester and I got married. After time, his eyes were better. He could see a little. He saw the face of our first child! My dear Edward and I are very happy(p,63).

4.3.6 Anxiety and Uncertainty

Bronte draws on frightening Gothic imagery to highlight anxiety and uncertainty surrounding Jane’s place in the world, especially by describing the supernatural. The reader’s first encounter with the Gothic and supernatural is the terrifying red-room. Uncle Reed may not literally haunt the room, but his connection to the room haunts Jane as a reminder of the unfulfilled promise that

she would have a home at Gateshead and the reality that Uncle Reed cannot ensure that she will be loved.

e.g.

Then Mrs Reed subjoined! – ‘Take her away to the red-room, and lock her in there.’ Four hands were immediately laid upon me, and I was borne upstairs. I was conveyed upstairs by two servants, Bessie and Miss Abbot. ‘What we tell you is for your good,’ said Bessie, in no harsh voice; ‘you should try to be useful and pleasant, then, perhaps, you would have a home here; but if you become passionate and rude, Missis will send you away, I am sure.’ ‘Besides,’ said Miss Abbot, ‘God will punish her: He might strike her dead in the midst of her tantrums, and then where would she go? Come, Bessie, we will leave her: I wouldn’t have (p,6).

Later, the storm that splits the chestnut tree where Rochester and Jane kiss creates a portentous atmosphere, as if nature itself objects to their marriage. This occurrence serves to warn Jane that despite appearances, her happiness with Rochester is not truly secure.

Further, many scholars have identified Bertha as a Gothic double of Jane, or a physical manifestation of the violent passions and anger that Jane possessed in her younger years. This connection between Bertha and Jane highlights anxieties around Jane becoming Rochester’s bride. Even without knowledge of Bertha, Jane worries Rochester will tire of her and their marriage would upend rigid Victorian social class structure by having a governess marry her master. In this way, Bertha’s looming presence expresses Jane’s fear about their impending marriage and the ambiguity of Jane’s social position.

e.g.

Some hours later, I woke up. The moon was bright. Its light was shining through the window. I listened. Then I heard somebody shouting. 'Help! Help! Rochester, help me!' The voice come from the top corridor. 'Help! Help!' I go out of bed and I put on a dress and some shoes. I opened my door. All the guests were in the corridor outside the bedrooms. They were all asking questions. 'What happened?' They asked. 'Is there a fire? Who is hurt? Where is Mr Rochester?' 'I am here, Mr Rochester said. He was walking down the stairs from the top corridor. What is wrong, Mr Rochester?' Miss Ingram asked. 'What has happened?' 'Nothing is wrong,' Mr Rochester replied. 'one of the servants has had bad dream. Go back to the bed!' I went back to my room. But something was wrong (p,35).

4.3.7 Characterization

Character analysis in relation to themes

Jane Eyre

The protagonist and narrator of the novel, Jane is an intelligent, honest, plain-featured young girl forced to contend with oppression, inequality, and hardship. Although she meets with a series of individuals who threaten her autonomy, Jane repeatedly succeeds at asserting herself and maintains her principles of justice, human dignity, and morality. She also values intellectual and emotional fulfillment. Her strong belief in gender and social equality challenges the Victorian prejudices against women and the poor.

Edward Rochester

Jane's employer and the master of Thornfield, Rochester is a wealthy, passionate man with a dark secret that provides much of the novel's suspense. Rochester is unconventional, ready to set aside polite manners, propriety, and consideration of social class in order to interact with Jane frankly and directly. He is rash and impetuous and has spent much of his adult life roaming about Europe in an attempt to avoid the consequences of his youthful indiscretions. His problems are partly the result of his own recklessness, but he is a sympathetic figure because he has suffered for so long as a result of his early marriage to Bertha.

St. John Rivers

Along with his sisters, Mary and Diana, St. John (pronounced "Sinjin") serves as Jane's benefactor after she runs away from Thornfield, giving her food and shelter. The minister at Morton, St. John is cold, reserved, and often controlling in his interactions with others. Because he is entirely alienated from his feelings and devoted solely to an austere ambition, St. John serves as a foil to Edward Rochester.

Mrs. Reed

Mrs. Reed is Jane's cruel aunt, who raises her at Gateshead Hall until Jane is sent away to school at age ten. Later in her life, Jane attempts reconciliation with her aunt, but the old woman continues to resent her because her husband had always loved Jane more than his own children.

Bessie Lee

The maid at Gateshead, Bessie is the only figure in Jane's childhood who regularly treats her kindly, telling her stories and singing her songs. Bessie later marries Robert Leaven, the Reeds' coachman.

Mr. Lloyd

Mr. Lloyd is the Reeds' apothecary, who suggests that Jane be sent away to school. Always kind to Jane, Mr. Lloyd writes a letter to Miss Temple confirming Jane's story about her childhood and clearing Jane of Mrs. Reed's charge that she is a liar.

Georgiana Reed

Georgiana Reed is Jane's cousin and one of Mrs. Reed's two daughters. The beautiful Georgiana treats Jane cruelly when they are children, but later in their lives she befriends her cousin and confides in her. Georgiana attempts to elope with a man named Lord Edwin Vere, but her sister, Eliza, alerts Mrs. Reed of the arrangement and sabotages the plan. After Mrs. Reed dies, Georgiana marries a wealthy man.

Eliza Reed

Eliza Reed is Jane's cousin and one of Mrs. Reed's two daughters (along with her sister, Georgiana). Not as beautiful as her sister, Eliza devotes herself somewhat self-righteously to the church and eventually goes to a convent in France where she becomes the Mother Superior.

John Reed

John Reed is Jane's cousin, Mrs. Reed's son, and brother to Eliza and Georgiana. John treats Jane with appalling cruelty during their childhood and later falls into a life of drinking and gambling. John commits suicide midway through the novel when his mother ceases to pay his debts for him.

Helen Burns

Helen Burns is Jane's close friend at the Lowood School. She endures her miserable life there with a passive dignity that Jane cannot understand. Helen dies of consumption in Jane's arms.

Mr. Brocklehurst

The cruel, hypocritical master of the Lowood School, Mr. Brocklehurst preaches a doctrine of privation, while stealing from the school to support his luxurious lifestyle. After a typhus epidemic sweeps Lowood, Brocklehurst's shifty and dishonest practices are brought to light and he is publicly discredited.

Maria Temple

Maria Temple is a kind teacher at Lowood, who treats Jane and Helen with respect and compassion. Along with Bessie Lee, she serves as one of Jane's first positive female role models. Miss Temple helps clear Jane of Mrs. Reed's accusations against her.

Miss Scatcherd

Jane's sour and vicious teacher at Lowood, Miss Scatcherd behaves with particular cruelty toward Helen.

Alice Fairfax

Alice Fairfax is the housekeeper at Thornfield Hall. She is the first to tell Jane that the mysterious laughter often heard echoing through the halls is, in fact, the laughter of Grace Poole—a lie that Rochester himself often repeats.

Bertha Mason

Rochester's clandestine wife, Bertha Mason is a formerly beautiful and wealthy Creole woman who has become insane, violent, and bestial. She lives locked in a secret room on the third story of Thornfield and is guarded by Grace Poole, whose occasional bouts of inebriation sometimes enable Bertha to escape. Bertha eventually burns down Thornfield, plunging to her death in the flames.

Grace Poole

Grace Poole is Bertha Mason's keeper at Thornfield, whose drunken carelessness frequently allows Bertha to escape. When Jane first arrives at Thornfield, Mrs. Fairfax attributes to Grace all evidence of Bertha's misdeeds.

Adèle Varens

Jane's pupil at Thornfield, Adèle Varens is a lively though somewhat spoiled child from France. Rochester brought her to Thornfield after her mother, Celine,

abandoned her. Although Celine was once Rochester's mistress, he does not believe himself to be Adèle's father.

Celine Varens

Celine Varens is a French opera dancer with whom Rochester once had an affair. Although Rochester does not believe Celine's claims that he fathered her daughter Adèle, he nonetheless brought the girl to England when Celine abandoned her. Rochester had broken off his relationship with Celine after learning that Celine was unfaithful to him and interested only in his money.

Sophie

Sophie is Adèle's French nurse at Thornfield.

Richard Mason

Richard Mason is Bertha's brother. During a visit to Thornfield, he is injured by his mad sister. After learning of Rochester's intent to marry Jane, Mason arrives with the solicitor Briggs in order to thwart the wedding and reveal the truth of Rochester's prior marriage.

Mr. Briggs

John Eyre's attorney, Mr. Briggs helps Richard Mason prevent Jane's wedding to Rochester when he learns of the existence of Bertha Mason, Rochester's wife. After John Eyre's death, Briggs searches for Jane in order to give her her inheritance.

Blanche Ingram

Blanche Ingram is a beautiful socialite who despises Jane and hopes to marry Rochester for his money.

Diana Rivers

Diana Rivers is Jane's cousin, and the sister of St. John and Mary. Diana is a kind and intelligent person, and she urges Jane not to go to India with St. John. She serves as a model for Jane of an intellectually gifted and independent woman.

Mary Rivers

Mary Rivers is Jane's cousin, the sister of St. John and Diana. Mary is a kind and intelligent young woman who is forced to work as a governess after her father loses his fortune. Like her sister, she serves as a model for Jane of an independent woman who is also able to maintain close relationships with others and a sense of meaning in her life.

Rosamond Oliver

Rosamond is the beautiful daughter of Mr. Oliver, Morton's wealthiest inhabitant. Rosamond gives money to the school in Morton where Jane works. Although she is in love with St. John, she becomes engaged to the wealthy Mr. Granby.

John Eyre

John Eyre is Jane's uncle, who leaves her his vast fortune of 20,000 pounds.

Uncle Reed

Uncle Reed is Mrs. Reed's late husband. In her childhood, Jane believes that she feels the presence of his ghost. Because he was always fond of Jane and her mother (his sister), Uncle Reed made his wife promise that she would raise Jane as her own child. It is a promise that Mrs. Reed does not keep.

4.3.9 Autobiographical Elements

Much of *Jane Eyre* is autobiographical. Mirroring the heroine she created, Charlotte Brontë lost her mother at an early age, spent part of her youth in a boarding school, and worked as a governess. Like her protagonist, Brontë was unmarried and considered plain in appearance. In developing Jane, Brontë created the quintessential underdog, a character to which students will relate with ease.

The case of *Jane Eyre* presents since both it is a fictional autobiography, but it is also autofiction because the author used her own life to create fiction. The purpose of a fictional autobiography is to simulate an authentic one. Brontë used this same purpose through the autobiographical discourse.

What are the autobiographical elements in *Jane Eyre*?

Autobiographical elements are recognizable throughout *Jane Eyre*. Jane's experience at Lowood School, where her dearest friend dies of tuberculosis, recalls the death of Charlotte's sisters at Cowan Bridge. The hypocritical religious fervor of the headmaster, Mr Rochester.

4.3.10 Setting

Jane Eyre takes place in five settings: Gateshead Hall, Lowood School, Thornfield Hall, Moor House, and Ferndean. Each setting encompasses a different stage in Jane's life.

Gateshead, where the Reeds live and Jane spends her young childhood days, contains the terrifying red-room, the place in which she undergoes her first truly terrifying experience: a supposed encounter with her Uncle Reed's ghost. Jane's marked change from this encounter prompts Mrs. Reed to send her to *Lowood School*, a place filled with similarly oppressive circumstances. Brontë modeled the harsh conditions of Lowood School after an English school she attended with her sisters. Just like in the novel, students suffered from typhus and consumption.

Scholars note that Mr. Brocklehurst's doctrine of privation matches Evangelical doctrines popular in Victorian England, and many read this section as a critique of those branches of Protestantism. After Lowood, Jane moves on to Rochester's *Thornfield* Hall, which has a frightening, ominous presence at night, and Brontë uses quite a few other Gothic elements, such as descriptions of the supernatural, to define the setting. Many Gothic novels explore anxieties around sexuality, and accordingly Thornfield is where Jane explores romantic passion with Rochester. *Moor House* and Ferndean have less developed physical significance, but important names. The word "moor" signifies a mooring, a place where something is docked. Moor House is where Jane receives her inheritance, granting her stability for once in her life. The "fern" in *Ferndean* symbolizes the new growth Jane and Rochester will experience there, and Jane confirms that she has spent the past ten blissful years there by Rochester's side, as his wife and his equal.

4.3.11 Protagonist

Because the novel follows Jane's coming-of-age and her quest for home and belonging, Jane is the protagonist of *Jane Eyre*. The novel opens with Jane as an orphan with no financial means, and she is at the mercy of those with greater social and financial power. Nevertheless, Jane's strong personality and convictions spur others to action.

For example, Jane refuses to fake gratitude toward Mrs. Reed, and her passionate outbursts cause Mrs. Reed to send Jane to Lowood. Jane leaves Lowood on her own accord when the school ceases to feel like home, signaling that Jane has taken control over her own destiny. Jane's intelligence and goodness inspire Mr. Rochester to hope for love again and propose marriage. Once again, Jane's convictions lead her to uproot herself because she doesn't want to compromise her morals for love. Jane's goodness also attracts St. John's attentions. Jane's refusal to marry St. John demonstrates her self-knowledge and understanding that she cannot live having stifled her passion in a loveless marriage. Finally, Jane's love helps Rochester create a new life. Her insistence on only marrying Rochester according to her own terms allows Jane to finally discover a home for herself.

4.3.12 Antagonist

Instead of struggling against a singular antagonist, Jane struggles against societal forces, embodied by several characters, that threaten her search for happiness and belonging. Brocklehurst, Rochester, and St. John represent patriarchal values that attempt to control Jane's sense of self. Brocklehurst asserts absolute control over the girls of Lowood, dictating how they dress, eat, and even wear their hair. By parroting the accusations of Mrs. Reed, he attempts to keep Jane from creating a new start at the school and finding kinship there. Later,

Rochester tries to control Jane with manipulative language to keep her from leaving him. His sexual desire threatens Jane's moral convictions, which dictate an important part of her psyche. Finally, St. John blocks Jane from her goal of happiness by trying to force her into a loveless marriage. His desire to mold Jane into his ideal vision of a Christian martyr is a manifestation of patriarchy. Mrs. Reed, while a woman, also weaponizes patriarchal values against Jane by punishing her for not being a docile child, despite never giving Jane reason to be happy. Mrs. Reed's punishment reflects the Victorian belief that women should be passive, and that even justified negative emotions are a sign of indolence, or even madness.

The rigid Victorian class system blocks Jane from forging her path in the world because she must rely on others for shelter. Mrs. Reed resents Jane for being dependent upon her. Brocklehurst's stingy doctrine of privation punishes vulnerable, dependent girls for their poverty. Like Mrs. Reed, Brocklehurst believes that their low social status means that they inherently must abandon all pride in themselves. However, his version of humility means poor nutrition and deadly living conditions, threatening Jane and her classmates' safety. Blanche Ingram, with her beauty and social status, further represents the rigid class system and social order that doesn't favor Jane. Everyone expects Rochester to marry Blanche Ingram because she possesses both wealth and beauty, which emphasizes that Rochester's choice of poor, plain Jane upends social convention. Blanche Ingram doesn't directly antagonize Jane herself, aside from commenting on governesses as an inferior group of women, but her existence highlights the social obstacles and privileges of class.

4.3.13 Style

Jane Eyre's style is descriptive and formal. Charlotte Brontë's sentences are long, often with colons, semicolons, and elaborate word choice. For example, Jane narrates her first meeting with Mr. Rochester: "The incident had occurred and was gone for me: it was an incident of no moment, no romance, no interest in a sense; yet it marked with change one single hour of a monotonous life." While some of the formal verbiage and lengthy syntax are characteristic of Victorian literature, this style specifically characterizes Jane as an educated and philosophical person. The meandering quality makes Jane appear thoughtful, as she tries to include every detail in her descriptions. Brontë also makes frequent biblical allusions, such as when Jane describes her marriage to Rochester as her becoming "ever more absolutely bone of his bone and flesh of his flesh." This is a direct reference to the description of Eve's relation to Adam in Genesis. These biblical references add a layer of morality and ethics to the novel, emphasizing the moral duty Jane feels to abandon Rochester upon learning of his marriage to Bertha Mason.

Brontë's language is deceptively simple. Because of her upbringing and early reading, it often has a faintly archaic, eighteenth-century feel to it and tends to be a blend of literary English and Yorkshire dialect.

4.3.14 Tone

The tone of *Jane Eyre* shifts between a confessional, philosophical tone and a brooding, mysterious tone that permeates the events of the story. Jane often addresses the reader directly. She speculates as to why others behave the way they do, often pausing to philosophize, and explains herself and her actions. These asides suggest Jane may be self-conscious that her audience could judge her. The reader can also interpret these direct addresses from a feminist perspective.

Although Brontë published *Jane Eyre* under a male pseudonym, her insistence on giving Jane an opinionated voice – in contrast to the Victorian ideal of the docile woman – demonstrates the intelligence and value of women’s voices. The more Gothic, brooding elements (like supernatural events) appear in moments of heightened emotion, such as during Jane’s punishment in the red-room, her first encounter with Rochester, and Bertha’s nighttime wanderings. These frightening and dramatic moments add excitement and emphasize Jane’s internal turmoil. Throughout the novel, Jane cannot be assured of her place in the world because of her lack of wealth and family connections, and the unsettling tone of these sections externalizes Jane’s insecurity.

4.3.15 Point of View

Jane Eyre is written in the first-person point of view, with Jane serving as the narrator of the novel. Jane narrates from ten years later than the novel’s end, meaning that she can both relate to her previous selves and comment upon them in hindsight. In parts of *Jane Eyre*, she describes events as she experienced them and occasionally slips into present tense. For example, directly after her escape from Thornfield, Jane describes: “The coach is a mile off by this time; I am alone.” The sudden switch to present tense creates a jarring impression, which reflects Jane’s agonized mental state. The reader can also interpret this switch as Jane reliving traumatic events, emphasizing their lasting impact; she still remembers what she felt like after leaving Rochester. In other chapters, Jane makes use of the distance she has from the events to address the reader, drawing attention to the fact that time has passed, and Jane narrates with the benefit of hindsight. Throughout, Jane has strong opinions that color the reader’s opinions of events and other characters. For example, when she describes Blanche Ingram, Jane emphasizes the haughty pride in Blanche’s expression, encouraging the reader’s dislike. Blanche’s eventual

behavior justifies Jane's judgment, alerting the reader to Jane's astute point of view.

4.3.16 Foreshadowing

Throughout *Jane Eyre*, foreshadowing enhances the secrets kept from Jane. Brontë uses foreshadowing to demonstrate that the people who are either meant to care for Jane or, in the case of Rochester, claim to love Jane, have not been honest with her, highlighting that Jane's place in the world is unstable. Only after the truths become known, Jane finds safety and stability.

Jane's Inheritance

Throughout the novel, several characters mention Jane's uncle, John Eyre, in ways that foreshadow him leaving Jane a substantial inheritance. Although Jane believes her relations are poor, Bessie notes in Chapter 10 that John Eyre came to visit the Reeds once, but Mrs. Reed lied about Jane's whereabouts. Bessie insists that John Eyre "looked quite a gentleman," which contrasts with Jane's belief that her relatives are poor. Mrs. Reed's lie also arouses suspicions that she may be keeping Jane from relatives who care for her. Mrs. Reed later confirms these suspicions when she makes her deathbed confession in Chapter 21, when she reveals that John Eyre had wished to adopt Jane following his successful business enterprise in Portugal. These incidents characterize Mrs. Reed as spiteful and cruel. However, these moments also create an undercurrent of hope by implying that Jane is not truly alone in the world. Beyond Gateshead, the letter informing the Rivers siblings of their uncle John's death also foreshadows Jane's inheritance. The details of their uncle's life match very closely with what the reader knows of Jane's uncle, too much so to be mere coincidence.

Rochester's Marriage

Many of the eerie events at Thornfield Hall foreshadow the revelation of Rochester's previous marriage to Bertha Mason. Rochester attempts to exonerate himself of guilt in Chapter 20, when he refers to his first marriage vaguely as "a capital error." This strange conversation, in conjunction with Mr. Mason's visit, alerts the reader that Mr. Rochester is hiding something. Bertha's existence is evidenced by the eerie laugh wrongly attributed to Grace Poole, and the anonymous attempt to burn Rochester. Jane remarks on how odd it is that Rochester doesn't fire Grace Poole despite her clearly being a threat to everyone's safety. These doubts hint that Grace Poole, while a convenient scapegoat, may not be the true culprit. Bertha later wears and then destroys the wedding veil, adding a sense of dread to Jane and Rochester's impending marriage. In retrospect, Bertha wearing the wedding veil symbolizes that she is currently Rochester's bride. Finally, the storm that destroys the chestnut tree portends that all is not right with Rochester's proposal to Jane. The storm worsens after Rochester vows that God is on his side. Because of this timing, the lightning strike takes on an air of divine judgement, hinting that God doesn't sanction Rochester's actions.

The Burning of Thornfield Hall

Two events in particular foreshadow the burning of Thornfield Hall. The first is when Bertha sets Rochester's bed on fire. At this point in the novel, the fire highlights the sense that all is not well within Thornfield. In retrospect, this attack establishes Bertha's penchant for setting things on fire, and her anger at Rochester. Secondly, in the days before her wedding to Rochester, Jane dreams of Thornfield Hall in ruins while she wanders with a child in her arms. Because this dream is one of two nightmares Jane has leading up to the wedding, it contributes to the sense of

unease surrounding the upcoming marriage. In retrospect, this dream seems to prophesy the end of Thornfield. Significantly, Jane says that throughout the dream, she attempts to find a place for the child but cannot find anywhere safe amongst the wreckage. The child in the dream is symbolic of how Jane does not have a future at Thornfield, emphasized by Jane and Rochester eventually having a son together at Ferndean.

4.3.17 Resolution

What is the resolution in Jane Eyre?

The novel's resolution is presented when Jane and Mr. Rochester have happily married. They have a baby boy together, and Mr. Rochester eventually regains sight in one of his eyes, so he was able to witness his son's presence.

By the novel's resolution, Jane Eyre has learned to follow her own moral standards that deviate from society's "fixed moral code" Jane's moral philosophy has defining characteristics, including the belief in the value of earthly pleasure. She believes, God's will for her to return to Rochester, to choose a life of earthly happiness over the "martyrdom" of marriage to St. John. Jane learns to base her moral choices on her own judgment. She adopts a "relativistic or situational morality" that Rochester espouses when he tempts Jane to weigh out the ethical consequence of committing adultery over causing another human misery. Jane demonstrates her new sense of morality when she decides for herself not to marry the virtuous St. John.

4.4 Examining Hypotheses of the study

Charlotte Bronte played crucial role in raising awareness and reforming society from social turbulence.

The main conflict of Jane Eyre is between Jane and her society, which restricts opportunities for people like Jane, who are poor, unconnected, plain-looking, serious, and independent.

The novel is considered one of the most important tools that help people to raise awareness, and redresses the social turbulence; also, it helps society to realize what is right, what is wrong. Jane Eyre gave new truthfulness to the Victorian novel with its realistic portrayal of the inner life of a woman, noting her struggles with her natural desires and social condition.

The study also explores the role played by Charlotte Bronte to raise the awareness, and it deals with important issues, including poverty in general, bad treatment of children and the injustice done to the poor. These issues are relevant to all times, worldwide, including our present modern time. England in the nineteenth century was known with inequality, hunger, and poverty. The significance of this research lies in the fact that, she wrote her Jane Eyre as message that recovers Victorian society from inequality, bad treatment of children, women, and criminal behavior.

Charlotte Bronte develops an understanding that poor people are less than human, they do not have good clothes or food and they beg on the streets. She learns that poor people are “dependent” and they can't read the same books as rich people because they are lower in the social class rank.

For instance, class differences cause many problems in the love between Jane and Rochester. Jane must break through class prejudices about her standing, and make people recognize and respect her personal qualities. Brontë tries to illustrate how personal virtues are better indicators of character than class.

There are many moral lessons that one can learn, get benefits. These are truly portrayed by Charlotte Bronte in the main themes of Jane Eyre such as Love, Family, and Independence. As an orphan at Gateshead, Jane is oppressed and dependent, Social Class and Social Rules; Gender Roles, Religion, The Spiritual and the Supernatural.

For example, Social Class and Social Rule, Charlotte Bronte teaches us about Victorian England, tells people, 'Jane Eyre' is a critique of the importance of the strict social class hierarchy in Victorian England. The novel highlights the significance of class consciousness and the subjectiveness one particular class may face at the hands of the dogmatic elites. Also, religion presented in Jane Eyre, What did Charlotte Brontë believe in? The daughter of an Irish Anglican clergyman, Brontë was herself an Anglican. In a letter to her publisher, she claims to love the Church of England Throughout Jane's life, religion has served as both the source of her abuse and her last remaining comfort. Christian ideals are frequently twisted and misapplied by the people around Jane, resulting in hypocrisy and injustice. Mr. Brocklehurst embodies the hypocrisy of misguided religion.

The Gothic tradition utilizes elements such as supernatural encounters, remote locations, complicated family histories, ancient manor houses, dark secrets, and mysteries to create an atmosphere of suspense and terror, and the plot of Jane Eyre includes most of these elements.

Her novel Jane Eyre was good example; which portrays many characters that resembled complicated Victorian society.

The central conflict of her story is between Jane and her society; she effectively portrays the problem, such as the relation between protagonist and antagonist, Answer and Explanation: Jane's unclear social position, being quite poor and

unconnected yet well-educated and witty, leads her to develop a difficult relationship with her employer, Mr. Rochester.

Charlotte Bronte succeeded to portray the problem of poor people; specially, children and women during the Victorian era.

Jane Eyre's childhood is a reflection of the Victorian era; children were to come across as innocent, virtuous and ignorant of intellectual opinion. However Jane's early years lacked normal experiences primarily love necessary when growing up, resulting in a solitary and suffering child. An orphan since early childhood, Jane feels exiled and ostracized at the beginning of the novel, and the cruel treatment she receives from her Aunt Reed and her cousins only exacerbates her feeling of alienation.

Jane Eyre changed people's perception of women. At first, the novel was considered very radical, since it appeared to encourage rebellion and dissent towards authority. When Jane Eyre was written in the mid-1840s, established conservative gender roles placed women within the home with few rights or privileges. A woman's individuality was typically undervalued and her capabilities underestimated. Women were considered physically inferior to men, yet morally superior. Charlotte Bronte was one of the founders of feminism in the Victorian Age. She was the revolutionary icon of the age. She broke a number of conventions that prevailed before and during her time. She wrote eponymous novels (the title of which is the name of the protagonist) like Jane Eyre.

The whole of the work is a critique of Victorian England's social hierarchy and inequality for women. Jane struggles against social class and gender inequality, both of which she considers great injustices. Jane Eyre is unique in Victorian period. As a feminist woman, she represents the insurgent women eager for esteem. Without esteem from other people, women like Jane cannot get the real

emancipation. In all Jane Eyre's life, the pursuit of true love is an important representation of her struggle for self-realization.

With Jane Eyre, Charlotte Brontë created a literary work that shook traditional conventions in Victorian England by showcasing the feminist view so clearly. It is a work that refutes denial and ignorance of women's sexual identity and passion.

Women were treated badly in the Victorian era, society were viewed women as only supposed to be housewives and mothers to their children. The women during this era were only viewed as people that should only concern themselves with keeping a successful household. However, during this time women were forced into working positions outside of the household.

Woman was oppressed during the Victorian era

Oppression is a type of injustice. Oppression is one of the big problems faced by feminists and women in patriarchal system. It is an unbalanced use of authority, law, or physical force to prevent others from being free or equal. In this case, Jane, as the main female character, can be seen as the representative of the women who suffered from oppressions during the Victorian period, a time when patriarchy was common.

Generally, there are two kinds of oppression suffered by Jane: patriarchal oppression and class oppression. For example, In a society in which class stratification exists, class stratification is also one of the reasons of women oppression. Society treats a person based on which class he or she belongs to. A woman from lower class usually gets double oppression in her life: as a woman and as a member of the lower class.

Charlotte Bronte represents early form of feminism during the Victorian era.

Was Charlotte Brontë a feminist?

Charlotte Bronte was one of the founders of feminism in the Victorian Age. She was the revolutionary icon of the age. She broke a number of conventions that prevailed before and during her time. She wrote eponymous novel (the title of which is the name of the protagonist) like Jane Eyre.

Jane Eyre changed people's perception of women. At first, the novel was considered very radical, since it appeared to encourage rebellion and dissent towards authority. Jane Eyre's story tells us that in a man-dominated society, a woman should strive for the decency and dignity. In face of hardships in life, the courageous woman should be brave enough to battle against it. Self-esteem is the

primary element to protect. In addition, the feminism taught how to defend ourselves.

she struggles continually to achieve equality and to overcome oppression. In addition to class hierarchy, she must fight against patriarchal domination against those who believe women to be inferior to men and try to treat them such as; Three central male figures threaten her desire for equality and dignity:

a-Mr. Brocklehurst

A few days later, Mr. Brocklehurst came to the Gateshead Hall. He was a very tall man. His eyes were dark and his face was cruel. 'Jane Eyre, he said to me. God does not like bad children. God punishes bad children, Jane Eyre.' 'God will punish John reed,' 'I replied, John hits me and he shouts at me.' That is not true. You are a liar, Jane Eyre,' Mr. Brocklehurst said. 'you must not tell lies. And you must not live here with your cousins. You will come to Lowood School. You will become a good girl.' I want to come to your school, sir,' I said. 'I want to leave this house.' 'Bad girls are punished at my school,' Jane Eyre Mr brocklehurst said. The girls work very hard at Lowood.' (p,11)

b-Edward Rochester

The madwoman saw Mr Rochester. She screamed and ran towards him. 'Be careful, sir!' Grace pool said .The madwoman was very strong. She screamed and Mr Rochester. But Mr Rochester held her arms. 'This woman is my wife!' Mr Rochester said angrily. 'I wanted to forget about her. I wanted to marry this young girl, Jane Eyre. Was I wrong?' He was silent for a few moments. Then he spoke

quietly. 'Yes. I was wrong,' he said 'I love Jane Eyre but I was wrong. Now, go, all of you. I must take care of my mad wife!'

I went to my room and I locked the door. I took off my wedding dress. I put on a plain lack dress. 'I lay down on my bed. I am Jane Eyre today,' I thought. 'I will be Jane Eyre tomorrow. I will never be Jane Rochester. I must leave Thornfield Hall. I must never see Jane Rochester again. My life here is finished.' (p,50).

c-St. John Rivers

St. John decides to travel to India as a missionary, and he urges Jane to accompany him as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realizes that she cannot abandon forever the man she truly loves him.

All three are *misogynistic* on some level. Each tries to keep Jane in a submissive position, where she is unable to express her own thoughts and feelings. In her quest for independence and self-knowledge, Jane must escape Brocklehurst, reject St. John, and come to Rochester only after ensuring that they may marry as equals. This last condition is met once Jane proves herself able to function, through the time she spends at Moor House, in a community and in a family. She will not depend solely on Rochester for love and she can be financially independent. Furthermore, Rochester is blind at the novel's end and thus dependent upon Jane to be his "prop and guide." In Chapter 12, Jane articulates what was for her time a radically feminist philosophy:

Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts as much as

their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them, or laugh at them, if they seek to do more or learn more than custom has pronounced necessary for their sex.

Charlotte Bronte's literary works were influenced by industrial revolution.

During the Victorian period, the industrial revolution spurred a massive social, political, and economic process of change. Attracted and repelled by this transformation, writers produced an explosion of essays, novels, poems, plays, autobiographies, and journalism.

Industrialization means the large-scale introduction of manufacturing, advanced technical enterprises, and other productive economic activity into an area, society, country. The Industrial Revolution brought rapid urbanization or the movement of people to cities. Changes in farming, soaring population growth, and an ever-increasing demand for workers led masses of people to migrate from farms to cities. Almost overnight, small towns around coal or iron mines mushroomed into cities.

The positive impact include cheaper clothes, more job opportunities, and improvement in transportation. In addition, the negative would include exploitation of women and children. Workers work long hours and environmental damages. (Dangerous Workplaces, Child Labor, and Discrimination against Women).

Chapter Five
Findings, Recommendations
and Conclusion

Chapter Five

Findings, Recommendations and Conclusion

5.1 Findings of the Study

-Charlotte Bronte played great role in raising awareness and reforming the society, many characters in her novel symbolize real figures during the Victorian era, and Jane Eyre is very good for that. Her novel considered one of the best bildungsroman novels; it addressed some moral lessons to the Victorian society, until now novel gives moral lessons to generations.

- Novel raises the awareness of the Victorian Society, and reforms the bad treatment of children, and women. Charlotte Bronte played curial role in nineteenth century through portraying the truth, and telling people what is wrong what is right. These issues are relevant to all times, worldwide, including our present modern time. Charlotte Bronte proves herself as one of the best female writers of her time; her characters are exposed to natural life or in every aspect of their life.

-In Jane Eyre, writer succeeded to portray woman's oppression during the Victorian era. Woman was stereotyped as dependent but Jane is a representation of a character of an independent woman who lived in Victorian era.

-Supporting poor people is one of main themes of Charlotte Bronte's novel Jane Eyre, according to her view, literature represents real life and life is the source of literature. Charlotte Brontë's novel (Jane Eyre) is an influential work, which reflects images of the author's life herself.

- Charlotte Brontë represents early form of feminism during Victorian era, she was one of the founders of feminism in the Victorian Age. She was the revolutionary icon of the age. She broke a number of conventions that prevailed before and during her time. She wrote eponymous novel (the title of which is the name of the protagonist) like Jane Eyre.

-Jane Eyre changed people's perception of women. At first, the novel was considered very radical, since it appeared to encourage rebellion and dissent towards authority. Jane Eyre's story tells us that in a man-dominated society, a woman should strive for the decency and dignity. In face of hardships in life, the courageous woman should be brave enough to battle against it. Self-esteem is the primary element to protect. In addition, the feminism taught how to defend ourselves.

- Bronte vehemently attacks bad treatment of children, preventing them from good education.

5.2 Recommendations

The researcher recommends the following points:

-It is better to understand that, literature is considered as a mean that helps people to raise their awareness, to provide the ability (sympathy, Intuition) to connect human relationships, and defines what is right and what is wrong. Literature, like all other human activities, necessarily reflects current social and economic conditions. Jane Eyre is good example.

-It is important to think about that; Literature is important major, it has sometimes been said that literature is like a mirror that reflect life for us. In the ancient times literature used to depict morals and life as it is. Nowadays, literature played crucial role in raising people awareness and reforming society that is sure, people watch films, series, etc. in TV, smartphones. These are considered literature; Can guide person to the right or wrong.

-Try to think or imagine that, the novel is considered one of the most important tools that helps people to raise awareness, and reforms the social turbulence; also, it helps society to realize what is right, what is wrong. Jane Eyre gave new truthfulness to the Victorian novel with its realistic portrayal of the inner life of a woman, noting her struggles with her natural desires and social condition.

-Think and understand that, Pursue of reform can be for many reasons. One reason is to bring about a specific type of conditions; one may want to implement reforms that will change the current conditions for the better. The study explores the role played by Charlotte Bronte to raise the awareness, and it deals with important issues, including poverty in general, bad treatment of children and the injustice done to the poor. These issues are relevant to all times, worldwide, including our present modern time.

5.3 Conclusion

This study consists of five chapters. The first chapter gives a brief presentation about background of the research, statement of the problem, and objectives of the research. A part from this chapter also consists of the research questions, the hypotheses, and the significance of the research, the methodology of the research, and the scope and limitation of the research.

The second chapter related to Theoretical background and Previous Studies, since this study is concerned with the analysis of this chapter, the literature related to the research topic was reviewed. It includes literature in general and its values.

Actually, there are many previous studies carried out on almost the same field of this study, the researcher takes information from different sources of information including books, references, and formal web sites. Such studies and researches have been very helpful and they do really support the case of the study. The important of the English literature represented in the valuable contributions of the writers to the world of the literature and how they have sets good models of education for the reader. The researcher focused on the Victorian literature in general and special in Jane Eyre, novel written by Charlotte Bronte.

Chapter three is about the methodology of the research that is used by the Researcher, And it consists of two sections; section one: Since this research is related with analyzing particular forms of written text, it does not need to apply a method of data collection, This research uses a content analysis and descriptive-qualitative method to analyze the data because the data of this research are nonnumeric. The study, therefore, takes extracts from selected Novel Jane Eyre, and interprets Charlotte Bronte's views and ideas; this can be analyzed through selecting specific characters. The analyses are sub-divided with headlines according to the detailing concepts and the relevant issues of Victorian society will be discussed in chapters.

This study is a qualitative research, which uses content analysis as its method. Creswell (2006: 36) states that qualitative research as an investigation process of comprehension based on distinct methodological traditions, which explore a social or human problem. Qualitative research studies things in natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people brings to them. Thus, the researcher builds a complex outline, analyzes words, reports detail information and conducts the study in a natural setting. In addition to the concept of natural inquiry, a qualitative researcher is unable to manipulate the data as he or she only describes or explains a phenomenon as its fact.

This research uses a content analysis and descriptive-qualitative method to analyze the data because the data of this research are nonnumeric.

Neuman (2007:36) strengthens the statement by saying that content analysis is a technique for examining information, or content, in written or symbolic material (e.g., pictures, movies, song, lyrics, etc.); while Berg (2001:7) added that the data of descriptive-qualitative method are in the forms of words, pictures and not in Numbers. The data are used to describe the phenomena of inequalities toward poor people, particularly, children and Women which happened during the Victorian era Thus, the description of the data helps the researcher to present and explore the complexity of the research. In addition, it can also engage the readers to understand the research.

Chapter four attempts to analyze and discuss selected novel: Jane Eyre, and show how it reflects the conditions under which the people in Charlotte Bronte's time lived and the challenges they faced. Charlotte Bronte's lifetime coincides with the greatest period of penal and legal reform in British history. During that period, many studies were carried out on the causes of crime, and how to remove them. This led to developments in educational and charitable institutions. Charlotte Bronte herself had great sympathy for the suffering of children, women, and her

sympathy drew much strength from the traumatic experience of her own childhood. She also had great pity for female offenders, and was charitable and kind to them.

A Victorian era (1837- 1901) witness the time of the queen Victoria and consider as the Gloria age in England. This era witness the explosion in different ways like literature, theater, economic situation and industrial revolution.

Jane Eyre by Charlotte Bronte is considered as the greatest and attractive Novel, which reflects the landscape, description of countryside in England and it talks about social issues. Charlotte Bronte as a creative writer she is able to encounter the social problems.

Section two: Examining Hypotheses of the study (hypotheses testing).

Finally, chapter five gives a brief conclusion about the whole study accompanied with the general recommendations suggested by the researcher, and findings.

This memoir has described Victorian Literature and Victorian society, particularly the Victorian woman's role, and shown how literature deals with the question of woman's position, taking as an example to study the case of Charlotte Bronte's novel, 'Jane Eyre'. The Victorian Period is a period of changing of many fields because of industrialization; but woman's status stayed as it was, a housewife or a mother not a working woman who could enjoy her rights. Literature at that time flourished and treated many Victorian subjects. Many brilliant male and female writers made their pens for the purpose of writing about Victorian attitudes like: Oscar Wilde, Joseph Conrad, Wilkie Collins. Among the subjects that were important to write about is woman's question.

Woman during the Victorian Era were oppressed and voiceless, women did not have the chance to be educated or work in higher situations or professions, they

could not vote, they had only few legal rights. They were denied in society; they did not have the right of custody to their children or have any possession.

Moreover, the Feminist Movement came to defend woman's rights which was first emerged in France and then expanded in the United States and United Kingdom. It came to prove that there is something wrong with society's treatment of woman.

To conclude this chapter, it can be asserted that Charlotte Brontë's novel *Jane Eyre* is an influential work, in which the writer tells a story of an orphan who has a high self-esteem and a strong sense of right, she is a rebellious woman in a time that forces women to be prisoners at home, depending on their husbands and taking care of their children without an identity or rights. Brontë's main themes are: independence, marriage and equality; those are what Jane wants since her childhood. Finally, she succeeds in realizing her dreams and becoming independent and equal to the man she marries by love after her inheritance from her uncle. Charlotte Brontë writes this novel to criticize the bad conditions in which women are living. Besides, she tries to deliver a message that women should be hard workers to realize their rights.

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