

CHAPTER IV

A N A L Y S I S

This analysis will be divided into two parts according to the statement of the problem. The first part will be the intrinsic analysis which takes character and setting as the subject. And the second part will answer the author's expression in rendering the position of a governess.

A. Intrinsic Analysis

A.1. Character

This analysis will deal only with the main character of the novel that is Agnes Grey. Her character development will be discussed in order to seek for the author's intention of conveying the problem of the main character in her social relationship.

Agnes Grey is a young and inexperienced girl who decides to enter the world as a governess. Her strong determination to keep her principal and her optimism in facing realities shows the sincerity of her character. Both her greatest asset which account for her education and her moral judgement are her obsession to reach a success in her task of instructions which she conducts perseverantly. Thus, she is constantly stressed with feelings of failure and frustration as her bright illusions of acceptance, freedom and friendship are gradually

destroyed by the time she gets her charge on her position as a governess.

On the very first page of the story, the readers happen to know that Agnes Grey is the narrator of the story which accounts her experiences in dealing with the society. She is the one who 'will candidly lay before the public what I would not disclose to the most intimate friend' of her experiences in dealing with the society.(p.15)

To conduct the aim of the character analysis, the very good starting point begins with the description of Agnes's family which render her position in the society. Her father is a respected clergyman of north England and her mother is a squire's daughter who prefers to be the poor parson's wife instead of complies her family wishes. From this family background the readers lead to posit Agnes and her family in the lower class on the society by the reason that Mrs. Grey's family regrets her for marrying beneath her.

From Agnes' social standing, the analysis then moves to the inner part as to seek for Agnes's personality. Agnes Grey, as a personality, represents a norm of good sense and right feeling, little emphasized but impressive, which prevents the disproportion of world full of vice and folly, which will result from dwelling wholly on the families who employs her. Firstly seen, this judgement leads us to label her as a closed character. But, as the story moves on, we find that her character is aware of changes as the result from the treatments

she endures. Thus, it is important to seek for her character development in order to see the consequences of the societal treatments upon her by giving attention to her life in the family and those which she encounters away from home.

The early step of shaping Agnes's personality is her attempt to make a self-actualization by dealing with the society outside her family. It is evidenced that the society influences Agnes in making her decision resulting from her less interrelationship with them. In her description of the parsonage, Agnes claims that it is an isolated place since there is 'no society in the neighbourhood'. The situation of the place then permits Agnes to state that her family has a very limited intercourse with the society and the aim of the intercourse which is only 'to avoid being stigmatized as too proud to consort ' with their neighbours. (p.18) It is evidenced that Agnes and her family are not accustomed to a deeper relationship with people outside the family just like what Agnes is going to have in her position as a governess.

But, this condition does not make Agnes' character closed from her longing of seeing a more broad world and more variety of people. When her mother's stories and anecdotes of her younger days entertains her daughters amazingly, Agnes frequently has 'a vague and secret wish to see a little more of the world. (p.18)

Her sanguine expectations to see the world as something which she has already got in her mind causes her to see the fallen fortune of

her family as an unpredictable event which will provide her a chance to enter the world. This miserable condition of Agnes's family makes us aware of Agnes's character. With the elasticity of youth, Agnes soon recovers the shock which to say the truth, has no terrors for 'an inexperienced girl' like her. It even becomes 'something exhilarating' that the poverty has thrown her family upon their own resources. (p.21)

Looking upon the influences of the poverty on Agnes drives us to shape her character as a realistic person and further an optimistic person too. It is evidenced that she wishes her family 'instead of lamenting past calamities, might all cheerfully set to work to remedy them' (p.21)

Agnes's wisdom then seems to be appeared at the first time for her opinion that 'the greater the difficulties, the harder our present privations, the greater should be our cheerfulness to endure the latter, and our vigour to contend againsts former (p.21).

Driving back to her family's fallen fortune, Agnes's character seems to be changed from a dependent to a person who needs to conduct a self actualization. While her sister Mary complies their mother's will to sell her drawings to run for money, Agnes is preoccupied by her thought of becoming a governess. She wishes that she can do something to redeem her family's fortune by becoming a

governess, a position of which she has had long but never dared to mention it until she finds an appropriate time.

But, once she mentions it, she finds that her family's reaction is far from a supporting statements. Instead of considering her desire, Agnes's family tries to prevent her from having a naïve idealistic on the position as a governess. Her mother utters an exclamation of surprise and so is her sister Mary. They happens to give their disapproval by making Agnes realizes of her thoughtless and helplessness. They try to convince Agnes that she cannot be successful in her task of instruction since she even cannot manage herself and strangers will not be so exciting to be dealt with,(p.26).

It is clear then that Agnes is still a child for her family. Instead of receiving an encouragement to enter the world as a governess, her family is still willing to keep their over-protective manner to Agnes.

On the contrary of the family's will to keep her remains at home comfortably, Agnes thinks that it is the time to make her own decision to enter the world. She is 'above eighteen and quite able to take care of herself, and others too and she also needs to let them know 'the wisdom and prudence she possesses that has never been tried (p.26). Agnes decides to try her own skill by being a governess. It is conducted as her attempt in fulfilling her ideal image of the position of a governess and to make a self-actualization as she wants to show

her qualities that have never been tried. In her fully spirit, Agnes shares her sanguine expectations that :

How delightful it would be to be a governess! To go out into the world; to enter into a new life; to act for myself; to exercise my unused faculties; to try my own powers; to earn my own maintenance, and something to comfort and help my father, mother, and sister, besides exonerating them from the provision of my food and clothing;... (p.27)

Agnes simply wants to be a person who can take part on the real life. She is longing for the opportunity of trying her own skill since she has never got a chance to do so in her family who always spoil her. It is important for her to prove that she is not 'quite the helpless, thoughtless' as her family being supposed,(p.28).

Agnes does not like to be considered as a person who is not able to do something meaningful. She thinks that she is competent to do the task of instruction by relying on 'the clear remembrance of her own thoughts and feelings in early childhood' as the 'surer guide than the instructions of the most mature adviser,(p.28). Therefore, she is longing for a chance to prove that she is also a person who has judgment of her own.

Perseverance and optimistic then become appropriate terms in revealing Agnes's character. Influenced by so many inducements, she determines still to persevere for a reason that she cannot relinquish

her darling scheme of being a governess. Agnes has never stopped to convince her family and asked them to try her wisdom and prudence which has never been known yet. Eventually, her family release her to part in order to do her job as a governess,(p. 26-28).

Leaving her idyllic home and close-knit family, Agnes arrives at her first post that is the Bloomfield's family. It becomes a very necessary stage in Agnes's education since it is the first time of her experience in dealing with the society outside her family. Agnes herself is 'brought up in the strictest seclusion' ,(p.17). As her mother takes the whole charge on her education, she has never even gone to school and consequently having only a little to do on the intercourse with the society (p.17) But, this former condition does not prevent her to actualize her desire.

It is then evidenced that Agnes Grey, becomes gradually, through bitter experience, disillusioned with the false preconceptions which her comfortable life has given her. Previously, Agnes thinks that to win her pupils' confidence and affections, she has only but to turn from her little pupils to herself at their age. Instead of being able to conduct her previous thought of dealing with children, Agnes is dissatisfied of having an astonishing experiences with her pupils at her first post. Anne Bronte exposes these illusions in the contrast between Agnes's ideal notions of her role as a governess and the harsh realities of life at the Bloomfields, a very necessary stage in Agnes's

education. She has to face tyrannical children and over indulgent parents of whom she cannot easily deal with. Her ungovernable pupils and her incorporated master provide her no way to make an approbation. What she can examine from the realities is that :

My task of instruction and surveillance, instead of becoming easier as my charges and I got better accustomed to each other, become more arduous as their characters unfolded. The name of governess, I soon found, was mere mockery as applied to me, my pupils had no more notion of obedience than a wild unbroken colt, (p.49).

It is not actually easy for a young and inexperienced girl like Agnes to face such problem. But, we find that her character is not following the harsh realities that the society has given her. Instead of incurable, Agnes keep doing on her task of instruction. A few more lessons she gets from the Bloomfields have strengthened her character of being a patient, firm and perseverant person.

Through the harsh realities she endures, Agnes 'determines always strictly to fulfil the threats and promises she made', (p.51). She is a very obliging person then for she never denies her responsibility no matter how hard they are.

To that end of her determined will, Agnes shows her obstinacy, the kind of character that Agnes keeps in order to determine that

'nothing that she could not perform' ,(p.51). She knows that the difficulties she has to contend are great. She realizes that the task of instructions are not easy to be conducted; but she believes that 'unremitting patience and perseverance could overcome them', (p.52).

Yet Agnes flatters herself that she is 'benefiting her parents and sister by her continuance' at the Bloomfields, she never regrets the step she has taken. She admits that it is his own will that she has got the place and all its tribulations on herself. Even in her sorrow, Agnes does not want to bear the feeling of regret,(p.60). She realizes that she is the one who is longing to conduct the task of instruction. It is then proved that Agnes's wisdom appears to be clearer by the time she is able to show her quality in viewing her life as her own responsibility.

For the rest of her charge in the Bloomfields, Agnes is steady in her unremitting patience and firmness. She believes that these are the best way to make improvements on her pupils' manners, but her pupils have provided no way for her to reach them. Moreover, her dissatisfaction of the hypocrite the senior Mrs. Bloomfield and the harsh Mr. Robinsons have been the difficulties which are more arduous in the task of instructions she has to keep. It then becomes her trials since she has no idea of bearing her difficulties ever since she has been dissatisfied of the people to whom she has to deal with, especially to the ungovernable children and the over indulgent parents of Bloomfield's family.

(p.65-81).

Soon her trials come to a close, Agnes has a feeling that she has either desired or expected it. Mrs. Bloomfield assures that her character and general conduct are unexceptionable. For that reason, Mrs. Blomfield judges her to be failed on her duty as to make improvements to her children. And Mrs. Bloomfields attributes to a want of Sufficient firmness, and dilligent, persevering care on Agnes's part.(p.83)

In her way of being dismissed, Agnes has a justification of her own mode in teaching. She does not want to be blamed on her failure in making improvements in her task of instruction. She has tried the best way of making approaches to the children as she regards :

Unshaken firmness, devoted dilligence,unwearied perseverance, unceasing care, were the very qualifications on which I had secretly prided myself; and by which I had hoped in time to overcome all the difficulties, and obtain success at last,(p.83).

But, the injustice estimation given by Mrs. Bloomfield, instead of being denied, has been born as a 'self-convicted of a culprit' by Agnes. Her wish to say something on her own justification is substituted by her silence of which it shows her inability to defend herself from the injustice estimation. She thinks that she deserves to

have a little reward for her patience guidance to the children as she expects :

If a parent has, therefrom, gathered any useful hint, or unfortunat governess received thereby the slightest benefit, I am well rewarded for my pains,(p.62).

But, she finds that her efforts mean nothing to the family. Instead of being rewarded, she has a dissapointed end of her career in Bloomfields.

Thus is she dismissed, but it does not relinquish her renewal of hope. Agnes's optimism soon appears to be illuminated her mind. The failure on her charge in Bloomfields which has been dissapointed her, in fact, realizes her to love and value her home but not makes her weary of adventure, nor willing to relax her efforts. Agnes is certain that not all parents are like the Bloomfields and not all children are like theirs,(p.83).

Agnes's coming home is such a recovery for her after experiencing such harsh realities from the Bloomfields. Remained peacefully at home, Agnes can fulfill what she has fasted so long. In the quiet enjoyment of liberty and genuine friendship, she can make up the sufferings she has undergone during her stay at Wellwood House,(p.83). However, Agnes cannot deny that she has got a meaningful lessons for her to be used in the future,(p.88).

Encouraged by her desire to keep both her honour among her friends and the solid services she may render them by her continuance, Agnes enters the Murrays family at Horton Lodge as to take charge on the children education. Having been experienced to take charge on children, Agnes's duty in the Murrays seems to be easier than what she has in the Bloomfields for the reason that her pupils being older, will be more rational, more teachable, and less troublesome. Furthermore, Agnes hopes to be treated as a respectable well-educated lady on the consideration of her position as a governess,(p.92).

Again, Agnes's hope is mere a mockery to her ever since her pupils do not show approbations on her. She is still being treated as an 'upper servant' who has to be agree on what her masters and mistress demands. Having experienced such circumstances, Agnes has a feeling of degrading by the life she leads and ashamed of submitting to so many indignities, (p.115).

But, with time and patience that Agnes keep on doing the task of instruction, the matters begin to be slightly ameliorated. When she feels herself to be 'degraded by the life ' she leads and 'ashamed of submitting to so many indignities', she comes to realize that her pupils begin to show some symptoms of esteem,(p.115). The emergence of their improvement comes from their judgment to Agnes as 'the only person in the house who steadily professes good principles, habitually speaks the truth, and generally endeavours to make inclination bow to

duty (p.104). Although they consider Agnes as a 'queer' person, they praise her for her sincerity of making approbation. To them, Agnes is 'very obliging, quite, and peaceable' but still has strength of her own to keep steadily her opinions, (p.116). These judgements of Agnes's character shows a more improvement on her career as a governess. Comparing to the Bloomfields' perception on what she has been doing, the Murrays shows some symptoms of esteem.

Eventhough she has got her pupils provides a more civily treatment to her, Agnes again sticks on the problem with her pupils on the case of her relationship with them. Agnes Grey discovers that she is on the society outside her family with no one to whom she may share her feelings to. She fails to meet someone to whom she may gain a symphathy during her sufferings since her only companions has been unamiabile children, and ignorant wrong-headed girls. Except with Nancy Brown, the cottager, with whom she can enjoy a single moment of real social intercourse, or whose conversation is calculated to render her better; or who, as far as she can see, can be greatly benefited by hers. Showing her surpressed condition on her presence as a governess, Agnes makes an evaluation regarding her companions which render her weariness of dealing with them :

My only companions had been unamiabile children, and ignorant wrong headed girls ; from whose fatiguing folly,

unbroken solitude was often a relief most earnestly desired and dearly prized,(p.115).

She admits that restricted associations with such companions is a 'serious evil' to her both in its immediate effects and the consequences that are likely to ensue. Straightforwardly, she utters her anxiety of :

Habitual associates are known to exercise a great influence over each other's minds and manners. Those whose actions are for ever before our eyes, whose words are ever in our ears, will naturally lead us, albeit, against our will – slowly – gradually – imperceptibly, perhaps, to act and and speak as they do,(p.156).

Frequently she is much more oblique, as in her closing reply to Rosalie's wish. She shows her disapproval to her pupil who has no consideration of human heart in her attempt to enjoy herself with her coquetry.

'Well, as long as you entertain these views, keep single by all means, never marry at all, not even to escape the infamy of old-maidhood.'(p.128)

Agnes's character appears to leave the timid she has bore for long time. Although her words are meant to be oblique on keeping her duty, Agnes has a more straightforward way in conveying her disagreement of her pupil's deed.

It is with such well-grounded fears of her own deterioration in bad company that Agnes welcomes Mr. Weston as she shows her relief of having someone to be made friend of. Agnes feels 'happy' to have something to dwell on as a relief from 'weary monotony and the lonely drudgery' of her present life. It seems that she has endured the feeling of loneliness which can be seen from her evaluation of her present life. During her career, she never finds someone to whom she can share her feelings and thoughts with 'any hope of sympathy, or even comprehension', (p.155). As a human being who has a nature to make a social intercourse, Agnes has been longing to meet people whom she may get involved with. Nevertheless, her two employers' regret posits her not as a human being but as an object of convenience. Anne Bronte deliberately exposes Agnes's feeling to present the case of humanity by using Agnes longing for a social intercourse which is contrasted with her employers' neglect to receive and treat her humanly.

Yet, Agnes admires Mr. Weston for his quality as the doer of good deeds in a naughty world, the only well-principled person of her own class, other than her family, whom Agnes meets. Here Agnes's character is revealed by her choice of man whom she would like to be flirt with. In order not to deny her demand of holding her good principals tightly, Mr. Weston is the one who is appropriate to be her companion.

Agnes's relationship with the curate Mr. Weston fulfills her innermost need both to make friend and to flirt with someone who has the same sincerity with her. What Agnes stresses on her judgment of Mr. Weston is related to her own character as a person who always intends to be moral.

However, when she gets a chance to meet someone to whom she may have hope of a deeper relationship, Agnes almost loses all her happiness. The flirtation of her pupil, Rosalie Murray with her only intimate friend, Mr. Weston, fails to be a dismal on her present and future condition. She realizes that she is below Rosalie in account of the physical appearance. But her wisdom soon appears by the time she thinks about to compete with such worldly thing. She realize that it is 'foolish' to wish for beauty since a well-cultivated mind and well-disposed heart will be more desired by sensible people compared to the exterior appearance,(p.214).

She is so anxious by the time she realizes that she can do nothing in pertaining her happiness except for keeping the obscure signals which is given by Mr. Weston. He is the one hardly gives Agnes much encouragement while he is at Horton Lodge: the gift of bluebells is made a simple act of goodwill, without compliment or remarkable courtesy, or any look that can be construed into 'reverential, tender adoration', but it is enough to raise Agnes's hopes :

...our wishes are like tinder: the flint and steel of circumstances are continually striking out sparks, which vanish immediately, unless they chance to fall upon the tinder of our wishes; then instantly ignite, and the flame of hope is kindled in a moment,(p.243).

So passes the weary time, Agnes has been on her difficulties of handling with her own feelings to Mr. Weston and her disappointment to Rosalie's flirtation to the man she loves. She becomes more lonely than ever as she claims herself to be 'a close and resolute dissembler in this one case at least. She cannot open her heart to anybody. Instead, her prayers, tears, wishes, fears, and lamentations are witnessed by herself and Heaven alone, (p.226). What is appear to be depicted as Agnes's character in this case is that she still keeps her unremitting patience although it will harm her. Her experiences make her accustome to keeping silence when things distasteful are required to her,(p.224).

Although Agnes Grey is the one who is rewarded by a happiness at the end of the story, it does not mean that the story represents only the happy ending for its solution. 'The good is rewarded and the devil is punished' seems to be the essence of the story; but the more important thing is the exposure of the society by Agnes Grey in her way of reciting the narrative. Agnes's personality is

emerged from the sociological survey that are those who from Agnes family and those whom she encounters away from home.

Agnes's process of gaining maturity is much more influenced by the society treatments. Quite clearly the Agnes of the closing section is not only older but wiser than the young self narrating the events.

A.2. Setting

The setting in Agnes Grey comprises *the parsonage* until *the A-*, the name of the residence where Agnes and her mother run for their own school and also finds her happy marriage with Mr. Weston. In between those two places are *Wellwood House* and *Horton Lodge*, Agnes's post as a governess. And also a brief account of Agnes's visit to *Ashby Park*. Those places which are seen from its physical and social side, vivify and subdue the personality of Agnes in the course of governess

A.2.1. The Parsonage

One way to defend Agnes Grey against the charge of being disjointed and schematic in her ranging of black against white is to take a look at Agnes Grey's family, the inhabitants of the parsonage. These are usually taken to be models of domestic happiness. The dutiful daughters Mary and Agnes being a wonderful contrast to the

spoilt children Agnes later encounters and Mrs. Grey who takes the whole charges of her daughter's education is the polar opposite of the over-indulgent parents Agnes meets in her two post.

The parsonage is considered as a place which brings the idea of a peaceful and comfortable life for the family, especially for Agnes herself. Having been an idyllic home and close-knit family, Agnes rewards the parsonage as a place where the quiet enjoyment of liberty and rest and genuine friendship account for its values, especially after the harsh realities she encounters away from home,(p.85).

Although Agnes does not share much of the life in the parsonage, it has already figure in Agnes's mind and behaviour. Being brought up in a place where no society in the neighbourhood and in the strictest seclusion by an admirable mother, Agnes has not had much to do with the social intercourse,(p.17). And her position as the youngest in the family conducts her to the unpreparedness of her later position as a governess.

The suggestion of cross purposes, and modes of thought, is neatly done when Mrs. Grey, in her attempt to redeem the family's fallen fortune, suggests that Mary should try to sell some of her drawings, while Agnes is preoccupied with her own plan to become a governess. The atmosphere at home is admirably created, providing the settled existence behind Agnes which make her resilient in the face of her astonishing experiences,(p.26).

The future of the Greys is brought up by a brief account of Agnes first journey from home :

‘We crossed the valley, and began to ascend the opposite hill. As we were toiling up, I looked back again: there was the village spire, and the old grey parsonage beyond it, basking in a slanting beam of sunshine – it was but a sickly ray, but the village and surrounding hills were all in sombre shade, and I hailed the wandering beam as a propitious omen to my home. With clasped hands I fervently implored a blessing of its inhabitants and hastily turned away; for I saw the sunshine was departing; and I carefully avoided another glance, lest I should see it in a gloomy shadow, like the rest of the landscape, (p.32).

There is a deliberate means that Agnes’s description has all the charm of reality. The significance of this description, therefore, is not symbolic but to share Anne’s thought of what is going to happen to the Greys and Agnes herself, regarding the ‘gloomy shadow’ Agnes can see on the nature of the parsonage.

A.2.2. The Wellwood House

The first post Agnes encounters on her position as a governess is Wellwood house, the Bloomfields residence. What is being exposed through this place is the contrast between Agnes’s idealistic notions of

her role as a governess and the harsh realities of life at the Bloomfields, a very necessary stage in Agnes education.

The contrast between Agnes's naïve idealism with the realities she soon find in Bloomfields is elaborated. As Agnes approaches her first post at Bloomfields with 'full of bright hopes and ardent expectations', the morning is taken to be a symbol of a renewal hope after she dismally thinks of leaving her family. But Anne accounts for the hard journey Agnes has to the Wellwood House is taken to be a beginning of Agnes's astonishing experiences in dealing with the Bloomfields.

On the contrary to the dutiful daughters and attentive parents, Agnes meets the tyrannical children and over-indulgent parents of the Bloomfields. What Anne tries to expose in this family is is the straightforwardly preposterous standards of this family, who see no wrong in allowing a frustated child to 'spit in the faces of those who incurred her displeasure' ; in encouraging a seven-year-old boy to kick not only the dog, but his governess; and who consider tormenting animals as a child's amusement which is more elaborated in the dialogue between Mrs. Bloomfield and Agnes :

“When Master Bloomfield's amusement consist in injuring sentient creatures,” I answered, “I think it is my duty to interfere.”

“You seem to have forgotten, “said she calmly,”that all creatures were all created for our convinience.” (p.80)

It is implicitly said that the doctrine that Mrs. Bloomfield keeps is also applied on the way the family treat the governess.

The distasteful Bloomfield brood – Tom, Mary Ann, and Fanny- are presented firmly as the results of irresponsible overindulgence, to be judged themselves for concious vices, and to cause judgement to be made both on their parents, and, by extension, on the grossly deficient moral and social standards by which the parents live. Good care is taken that they should not be pitied as victims, either of the system or each other. Agnes herself prevents the reader from supposing that the children suffer from lack of affection, since it is offered and rejected.

Eventually, the point has been made up that is about the suffering that can be inflicted by both upon the helpless and the dependent. Agnes’s unremitting patience and firmness are no use to be applied since it is failed to gain any improvements on them. Her hard experiences with the Bloomfields to make her recognize that the grotesque is incapable of growth, and thus moves Agnes away from this household.

A.2.3. The Murrays

The transition to Horton Lodge, the Murrays residence is successful in the account of Agnes's career as a governess. On its physical account, Horton Lodge is described as a place near a large town and not in manufacturing district, where the people have nothing to do but to make money. While on its social setting, Agnes considers them to be on a higher class than Bloomfields.

The description of the Murrays is followed by Agnes's mood to encounter this new family with a 'pleasing excitement'. Agnes is longing for entering the new region of which she hopes that its inhabitants will treat their governess with due consideration as a respectable well-educated lady, the instructor and the guide of the children and not mere an upper servant. Further, her pupils being older is expected to be more rational, more teachable, and last troublesome than the last,(p.92)

Mingled with bright visions and hopes, Agnes departs on the 31st of January which is described as a 'wild, tempestous day with strong north wind.' Agnes, arriving exhausted at Horton Lodge after a winter's day travelling, gets no proper welcome and goes up to her room instead:

'Then, having broken my long fast on a cup of tea, and a little thin bread and butter, I sat down beside the small,

smouldering fire, and amused myself with a hearty fit of crying,(p.97).

It is a very contrast to Agnes's expectation before her moving away from home. The mood of pleasing excitement soon turns to be a gloomy one since the beginning of her intercourse with the Murrays does not show any signs of comfortable circumstances for her. Even the 'morning' which used to be a stimulate of a renewal hope, plays its opposite symbol. The first morning at Horton Lodge covers the atmosphere of desolation and carries the mood of being desolated,(p.98).

Yet, Agnes comes to realize that she has been on the difficult charge with her pupils once again. It accounts for her observation on the Murray's girls. In the background are the neglecting father and the worldly mother, seeing only what is to her daughters' social and financial advantage, bending all her efforts to an early profitable marriage; in the foreground is the two contrasting young women, the hoyden and the coquette. Her pupils have never been taught the distinction between right and wrong and have been suffered, from infancy, to tyrannize over nurses, governess, and servants, to control their temper or bridle their will or to sacrifice their own pleasure for the good others,(p.105). For Agnes herself, she has never been a friend to her pupils for she is considered as being on a different sphere from them and yet her chances of happiness are almost spoilt for her.

The account of a governess is the ideal one for mapping such a course. Agnes is intimate enough for her pupils to confide in them, but not enough respected either to influence or repress them.

Having dealt with such disdainful girls, Agnes is happy to have the curate Mr. Weston and the cottagers whom she may have proper intercourse during her stay at Horton Lodge for she has never been account to have even a single salutation from the Murrays' acquaintances who visit Horton Lodge. Further, Agnes is really released in the sense of getting worse by the influence of their pupils and relieved of having an understanding that human excellence is not a mere dream of imagination,(p.155-157).

A.2.4. Ashby Park

Is is certainly 'a very delightful residence' according to Agnes. Its mansion and park are 'elegant and beautiful' respectively. But, it never accounts so for its inhabitants. The remarkable scenery of the place is not followed by the cheerful inhabitants. Yet, Agnes happens to know that Rosalie Murray, now Lady Ashby is not effected with the charm of the place since what she has done everything to call the place on her own is really brought her to her own unhappiness,(p.267-268).

When Agnes got to this place, the social wheel of the narrative comes to its full circle. Agnes's visit to Rosalie which is now Lady

Ashby is a kind of reward for Rosalie's false preconception of marriage. Rosalie has now become the parent, in her own household ruined by false values, with unwanted child about to grow up to become, inevitably, another victim of its circumstances, as its mother has been. The role of a governess shows its importance regarding Rosalie's regret of having ignored Agnes's advices.(p.281)

A.2.5 The A-

After her father death, Agnes and her mother tries to conduct an independent life by running school of their own. A house in A-, the fashionable watering place, is hired for their seminary. Yet, Agnes sets herself with befitting energy to discharge the duties of this new mode of life. She recognizes to call it 'new' since it is a considerable difference between working with her mother in a school of our own, and working as a hireling among strangers just like what she has been experienced in the Bloomfields and Murrays,(p.249-251).

To the end of Agnes's happiness is her longing to meet Mr. Weston after a long pause since she left Horton Lodge. The sands plays its role of arranging unpredictable meeting between Agnes and Mr. Weston. It has been the place where Agnes can have a 'refreshed and delighted' feeling in her attempt to forget the cares, Agnes's chances of happiness is occupied in the sands which provides her unpredictable meeting with Mr. Weston.

The changing of the weather from 'a heavy and protracted thunder shower' during the afternoon to a beautiful evening with brightful sunshine symbolizes the turning of Agnes's hoplesness of happiness to her renewal hope, (p.298). The glorious summer evening which is unexpectedly shown up after a thunder shower is appropriate to be pararelized with Mr. Weston's sudden proposal to Agnes. For both of them, it is a relief after a long time of anxiety for waiting the solution of their intimate relationship.

B. Extrinsic Analysis :

Conveying Anne's revelation of the subservient role of a governess as the impact of the social class distinction.

Anne's revelation of social class relatively corresponds to the contempt and inhumanity which is shown towards the poor though educated woman, Agnes Grey. Thus, it is considerably important for Anne Brontë to reveal the case of social class which results such an improper bearing.

Setting the work as an expression of the author's thoughts and feelings, Anne Bronte has made a close personal involvement with the character. It can be related that some of the attitudes displayed by the protagonist Agnes Grey is shown by Anne Brontë. It never loses sight of its opening that Agnes is plainly rather a mask behind which her

author may retire. Agnes is her mouthpiece, a creation whose judgement the reader can always trust.

Like Agnes Grey, Anne Brontë is a governess who serves two employers, and like most governesses, she is not very happy with her employers. Agnes Grey's family is poor like Anne's and rather snobbish. Agne's experiences with her employers may be based on fact, although possibly Anne is less successful than Agnes in coping with her recalcitrant charges.

But the most important thing that Anne wants to express in her Agnes Grey is more than the success of conducting the task of instruction. It emphasizes on the role of a governess viewing by her employers. Therefore, the attitude of Agnes towards her employers and towards the governess question may be a reflection of Anne's own attitude.

In the beginning of the narrative, Anne renders the main character's position to a certain class in a society which is actually the description of her own position in the society that is the middle class woman. Living in the parsonage with only 'principal farmers and tradespeople' to be intercoursed, the Greys belong to the middle class (ibid 41). To be certain is Agnes's strictest seclusion of the way she was brought up which Perkin states supportingly that in the middle class family, children and parents lived intimately together, in a narrow but secure setting, keeping themselves apart from other

families and living an emotional life dependent each other. It can be seen from Anne's own life that she has been on the same circumstances. Like Agnes, Anne also lives in the parsonage where the dependence among the Brontës is strongly developed in this remote and isolated place.

The problem that is faced by both Agnes and her creator, in consequence, is how to adjust themselves to the reality outside the confines of the parsonage and the spell of her shared romantic imaginings,(ibid 27). Having only little to do with the society, it is painfully difficult for both of them to conduct their job as a governess.

Being entered to the world as a governess, Anne's choice of job is involved the determination of her background of her class. In fact, middle class women have only little choice of work in the first half of the century that is between three underpaid and over crowded occupations : governess, paid companion, or seamstress, (Perkin, 1993 : 164). Having been poor but well educated, Anne's decision to be a governess is based on her background which commits her qualification to do the task of instruction. It happens also to Agnes since there similarity in both the background between Agnes and the author.

Relating to Agnes's own intention, it is actually for two reasons that Agnes decides to be a governess and it is not far from the characteristics of middle class women including Anne Brontë. The first reason comes from her attempt to seek for a self-actualization.

Being a child and pet of the family, Agnes needs to prove that she can do something for herself neglecting herself to be helpless and thoughtless. Moreover, she cannot relinquish her desire to go out in to the new world which she can only enjoy from her mother's story so far. The second reason is a passion for meaningful paid work which she thinks it can benefit her family who endures a fallen fortune.

When Agnes entered the Bloomfield's residence, she is in her sanguine expectation to be successful in coping with her charges. But she soon destroys her bright illusions as she comes to see that her pupils are unteachable and ungovernable. Further, she cannot gain any approbation from the parents since they let their children to behave tyrannically. We may look upon Agnes's first lesson on her position as a governess to the experience of Anne herself. The Bronte sisters, in general, looked after difficult children when they were governesses in the 1840s. And Anne was expected to cope with what Charlotte called 'an unruly, violent family and modern children' whose parents would not back her authority. Thus, the Bloomfields children may be based on the Inghams of Blake Hall where Anne gets her first lesson of being a governess which is truly arduous.

One function of the Bloomfield chapters is to show the role of a governess who instead of being respected is considered to be the 'upper servant'. Agnes's pupils expect her to obey them continually which is ironic to the role of governess who should instruct and be

obeyed. In this case, Anne Brontë has made her point about the suffering of a governess who realizes that her position is not as easy and respectful as has been pointed out earlier in the story.

The transition to Horton Lodge is smoothly carried over Anne's revelation of the role of a governess. Though she wisely wastes no time on Agnes's tussles with them, which must repeat her tussles with Bloomfields, their unpleasing presence connects Horton with the earlier section. The term 'governess' to them means contrastly with Agnes. They hope to her devotion of all her energies to her charges. To them, the merit of a governess is to look at the young ladies she professes to have educated. It is hoped that a governess should deliver all proper influences over the mind of her pupil. To be summarized, they want Agnes to comfort them without once mention her own comfort.

By exposing Agnes's experiences with her employers, it can be grasped that Anne Bronte exposes the term 'governess' has been in contrast between Agnes's and her employers. Further, we happen to know that this contrast emerged from the determination of the social class. While in Bloomfields Agnes is only an 'upper servant', she is a 'poor clergyman daughter' in the Murrays. Her rights and comforts are then never accounted.

Moreover, Anne Brontë wishes to share her expression by turning us to the behaviour of the Bloomfields and the Murrays

towards Agnes which reinforces the moral that the governess should be treated as human beings and not as an object of convenience. All her efforts are deserved to be appreciated.

Setting up to Agnes' character, it is considerably important to look for the character of the author especially in conducting their task of instruction. Like Agnes, Anne keeps her custom to bear whatever was unpleasant, with mild, steady patience. Long suffering, reflective, and intelligent, a constitutional reserve and taciturnity placed and kept her in the shade, and covered her mind, and especially her feelings, with a sort nun-like, which was rarely lifted.

The emergence of the improper bearing which is received by Agnes from her employers is caused by the different perception of the term 'governess' which is based on the consideration of the social class. As Weber states that, when the system of stratification is primarily based on the position in the economic order and there is the possibility of social mobility, one is in the presence of a class system of social stratification, (1993 : 04). Yet, Agnes position of a governess related to the injustice treatments she receives from her employers relatively establishes the case of class stratification.

While Agnes expects to be treated as a respectable well-educated lady, her employers have their own judgment in treating their governess. The Bloomfields consider her as a mere upper servant to whom she must devote to what her pupils bid her and being blamed by

her employers of her pupils' bad habits. Therefore, Agnes, instead of being respected, finds her pupils have 'no more notion of obedience than a wild broken colt' (p.49). By the time she gets to the Murrays, she also was disillusioned by her false preconception of the term 'governess'. Although she is more successful in dealing with her pupils, she finds that her position has prevented her to be at the 'same sphere' with them. Further, Agnes finds that it is Mrs. Murray's conception of the term 'governess' is quite different from her own. To Mrs. Murrays, a governess should 'devote all her energies to her charges'. The merits of a governess is to look at the young ladies she professes to have educated since it is hoped. that a governess should deliver all proper influences over the mind of her pupils. As she enters her first post at the Bloomfields, she finds that a governess has no equals, and therefore can have no sympathy. The task of instruction is more arduous by the time she faces tyrannical children and over-indulgent parents of Bloomfields who provide no improvements and approbations on her hard efforts to keep her ideal notion of the term governess. It happens also in her second post at the Murrays where she comes to realize that she is not enough respected either to influence or repress her pupils although she is intimate enough for her pupils to confide to her. In fact, she must, to all intents and purposes, live alone, or she transgresses that invisible but rigid line which alone establishes the distance between herself and her employers.

Anne Brontë exposes Agnes's experiences as a governess is actually with her intention to highlight the subservient role of a governess as the impact of the social class system. Although Agnes takes the work with interest in teaching, it is then found that her position is really account for her class-structured. Anne Brontë takes it as a meaningful revelation that no one should envy the life of governesses. Working all day, taking care of the children's clothes as well as their lessons, she is yet discouraged from being affectionate to them. Further, being caught between classes in a rigidly class-structured society, a governess is considered too low for the family, too high for the servants. Consequently, she is isolated and yet has no privacy and above all she is universally despised.

CHAPTER V

CONCLUSION