

CHAPTER IV

ANALYSIS

Women's condition in Victorian times (1837-1876) was not as good as now, since they were treated as men's inferior and did not have the same rights and chances as men. Toward this condition, a lot of women tried to struggle to have the better position, not as men's inferior but as men's companion.

The Professor which will be discussed in this thesis is Charlotte Brontë's first work which contains an embryo of all that she wanted to say about women in her society which she expanded in her later novels. This was her first attempt in examining the sexual roles and relationships between men and women.

This first novel eventhough not defined for success, furthermore has a special characteristics compared with her other novels, that is the use of male protagonist as an observer toward women around his environment. Disguised as Crimsworth, she can evaluate

womanhood by stepping outside her own sex and on the other side criticize male assumption in regarding women.

A. Intrinsic Approach

Intrinsic approach in this novel is used because the writer wants to make her analysis easier and clearer. Therefore she wants to analyze the character which will be focused on woman major character only, due to the reason that this character carries the author's expectation of the ideal of womanhood.

A.1. The Woman Major Character, Frances Evans Henri

Frances Henri was a young woman around nineteen. Physically she was not beautiful and her figure was distinct from the Belgian.

....her features were dissimilar to any there, not so rounded, more defined, yet scarcely regular. The shape of her head too was different, the superior part more developed, the base considerably less. I felt assured, at first sight, that she was not a Belgian; her complexion, her countenance, her lineaments, her figure, were all distinct from theirs, and, evidently, the type of another race ...[117].

Eventhough she was young, but she looked mature, this could be seen from a certain anxious and preoccupied expression of her face.

When I first cast my eyes on her, she sat looking fixedly down, her chin resting on her hand, and she did not change her attitude till I commenced the lesson. None of the Belgian girls would have retained one position, and that a reflective one, for the same length of time. Yet, having intimated that her appearance was peculiar, as being unlike that of her Flemish companions, I have little more to say respecting it; ... [117].

Frances was not Belgian. Her father was Swiss, he was an ecclesiastic pastor, and her mother was English. She herself was born in Geneva. She had been an orphan since she was ten, since then she lived with her aunt Julienne.

Not only her physical appearance which made her distinct from the other women characters in this story, but also her mental point. She was a portray of a woman who was willing to deal with the difficulties. In her early age, she had to be independent. She started her life with nothing, but by her perseverance and her firmness finally she could improve her life and also made herself respected by people around her.

Her independency however still continued after she came to the marriage life. She remained to continue her career she had while she was single. The need to express herself was her main reason. Hence she had two roles, as a career woman and a wife/mother, nevertheless she could make this two roles in balance.

Frances' independency however began from her fate as an orphan child who liked or not forced her to be independent. Eventhough her aunt was good to her, unfortunately she was too poor to send her to school. Toward this condition, Frances did not give up. She quickly realized that she should do something if she wanted to develop herself. She could not remain to live forever in poverty, she believed that by proposing herself with an education, she could be a respectable person.

... In Switzerland I have done but little, learnt but little; my life there was in a circle; I walked the same round every day; I could not get out of it; had I rested-remained there even till my death, I should never have enlarged it, because I am poor and not skilful... [138].

She realized of her existance, she was no longer educated nor skilful, she was also not rich at all.

The only thing thing she could do was proposing herself for a good education.

As her response toward this condition, she begged her aunt to move from Switzerland to Brussels in which she believed that she could improve their life. Therefore she learned lace mending from her aunt since she knew that lace mending was easily learnt and by which she could earn some money very soon.

A new place gave her a new challenge, here she began her new life which was full of struggle. She worked hard in order to get a better life. She was not only teaching lace mending but also doing lace mending in which she had to sit all day long and sleep late at night. She herself considered this as a tedious job, but this was the only thing she could do.

By lace mending, she could finance herself to get an education. Nevertheless her work as a lace mender and lace mending instructor took much of her time, so she did not have enough time nor enough money to study at school. Therefore she took a course for each lesson. However she was satisfy with this condition since she was never at school before.

She had a very strong will to qualify herself for a higher department of education. She even did not mind to get an English lesson together with the other pupils which in one sense were her pupils. Moreover she had an excellent intention to study, this was admitted by Mdlle.Zoraide Reuter, the directress of the seminary school where she taught lace mending. Therefore the directress gave an excuse for her to attend Crimsworth's English class.

As a pupil, she had not only a strong will but also an intellectual strength and a sense of duty. She could grasp the lesson quicker than other Crimsworth's pupils. And she was really concern about her progress as a pupil, since she knew that her progress depended on herself. She usually did her homework seriously if she got difficulties, she usually consulted it with her tutor. She was also very punctual in attending the class.

Her love of knowledge could also be seen in her intention on books, she usually read books in her leisure time. Even she just earned a small amount of money, she still spent some of it for buying books,

especially English books. She also kept an English classic books which was her mother's.

Eventhough she had never been in England, had never lived with an English family nor had an English lesson before, but she possessed a good English accent which she learned from her mother when she was a child.

I looked up in amazement ; the voice was a voice of Albion ; the accent was pure and silvery ; it only wanted firmness, and assurance, to be the counterpart of what any well-educated lady in Essex or Middlesex might have enounced ... [121].

Eventhough she had never been in England, she had a deep love for her mother's native land. She really wanted to go there someday since she believed that England was her Canaan, a place where she could find peace and better life.

As a daughter of an ecclesiastic pastor, Frances' belief was really affected by a Protestant dogma. On the other hand she despised her Catholic environment in Brussels. She was longing to live among the Protestant, in this case England. Eventhough only half of her blood was England, her heart was fully belonged to England, a country in which she gave her proud and admiration.

Her job as a lace mending instructor by no means was quite hard for a young and inexperienced woman like her. She had a great difficulty in impressing her pupils, she even did not have a power to make herself obeyed, therefore they did not have any respect toward her. Moreover they despised her, because she was just a lace mending teacher.

....there were only about a dozen of them, but they made as much noise as might have sufficed for fifty; they seemed very little under her control; three or four at once assailed her with importunate requirement; she looked harassed, she demanded silence, but in vain. She saw me and I read in her eye pain that a stranger should witness the insubordination of her pupils; she seemed to entreat order - her prayers were useless ; then I remarked that she compressed her lips and contracted her brow ; and her countenance , if I read correctly, said - "I have done my best; ... [119],

Frances suffered much, a continual weight seemed to oppress her spirit. Unsmiling, sorrowfully resolved air always shaded her features. She seemed to be isolated in her environment. Nobody was willing to be her friend and nobody gave a respect to her. They considered that she was their inferior, because she was poor and she was just a lace mending instructor. This condition

influenced her character, she became someone who had no self confidence.

Because she was lack of self confidence, she usually looked nervous if she had to face her pupils. Therefore they had more power over her. However she remained strong and never gave up, she believed that someday she could be a respectable teacher.

"Monsieur, I am not a skillful teacher, it is true, but practice improves; besides, I work under difficulties; here I only teach sewing, I can show no power in sewing, no superiority-it is a subordinate art; then I have no associates in this house, I am isolated; I am, too, a heretic, which deprives me of influence." [138].

As her senior and her English tutor, Crimsworth who had a sympathy on her gave her an advice and a tact how to manage the pupils. By her perseverance and Crimsworth's guidance, finally she could make herself obeyed, moreover her pupils had lost their power over her. She had change, the sorrow had passed from her life.

When I first saw her, her countenance was sunless, her complexion colourless ; she looked like one who had no source of enjoyment, no store of bliss anywhere in the world ; now the cloud had passed from her mien, leaving space for the dawn of hope and interest, and those feelings rose like a

clear morning, animating what had been depressed, tinting what had been pale. [141]

To speak truth, I watch this change much as a gardener watches the growth of a precious plant, and I contributed to it too, even as the said gardener contributes to the development of his favourite [142],

Behind her independency, Frances was willing to have man's support. She also could not escape for the need of romantic fulfilment, in which she expressed her love for Crimsworth in verses that she wrote.

Meanwhile Crimsworth had also the same feeling, he had admired her since the first time they met. However Crimsworth's attention and admiration toward Frances made Mdlle. Reuter, the directress of the Seminary School jealous of her. Therefore she dismissed her without a reason. She tried to separate Frances from Crimsworth, she even did not give a chance for Frances to bid him good bye.

Crimsworth's sympathy made her thinking hard about Frances' condition, he knew it would be hard for Frances to find another job.

I wonder what sort of a place she has to live in, and what sort of a woman her aunt is, whether she is likely to get employment to supply the place she has lost. No doubt she

will have to trudge about long enough from school to school, to inquire here, and apply there - be rejected in this place, disappointed in that. Many an evening she'll go to her bed tired and unsuccessful [156].

Frances herself was also afflicted to be separated from Crimsworth, since he was her only friend.

Frances' bitterness became more deeply when her aunt died after the three weeks of sickness. When she was alone in her aunt cemetery, she met Crimsworth who had been searching for her for months. Crimsworth was very glad to see her again.

I loved her as she stood there, penniless and parentless; for a sensualist charmless, for me a treasure - my best object of sympathy on earth, thinking such thoughts as I thought, feeling such feelings as I felt ; ... [162].

Since the event in the cemetery, a relationship between Crimsworth and Frances became closer. He often visited Frances and taught her an English lesson , in his first visit, he admired the neatness of her house.

Poor the place might be ; poor, truly it was ; but its neatness was better than elegance, and had but a bright little fire shone on that clean hearth, I should deemed it more attractive than a palace [165].

In his other visits with Mr. Hunsden, he admired the supper which was prepared by Frances.

The meal was a foreign one, of course; it consisted in two small but tasty dishes of meat prepared with skill and served with nicety; a salad and "fromage francais," completed it. [230]

Crimsworth was really impressed with everything in herself, therefore he was really sure that Frances was a figure of a good wife.

Meanwhile Frances was offered to teach in English first school in Brussels. The school need French lady to teach geography, grammar, history, and composition in French language and she was recommended to teach there. She got a good salary from this job. She was very thankful for this relief, because by this job she did not have to work hard and sit all day long for lace mending.

Crimsworth's admiration toward Frances caused him to marry her. His proposal was gladly accepted by her. But before they got married, Frances made a commitment that she wanted to be independent and active. Therefore when Crimsworth offered her a complete rest after the marriage, she refused it, she tried to convince him

that she liked an active life better than a contemplative life. However Crimsworth could understand her will, so both of them have the same profession as teachers.

"Thinking of marrying you to be kept by you, monsieur! I could not do it; and how dull my days would be! You would be away teaching in close, noisy schoolrooms, from morning till evening, and I should be lingering at home, unemployed and solitary; I should get depressed and sullen, and you would soon tire of me." [216].

Frances as a woman liked an active life, this could be seen in her will to continue her career as a teacher, in which she could face many different characters of her pupils. She considered her job as full of challenge and it will not make her boring. Meanwhile if she became a housewife, she would not have any other activities except to take care of her family, this condition then would make her depressed.

She had chosen to continue her career, hence she had a full responsibility to dedicate her life for the development of her career. This could be seen from her unsatisfy feeling with what she had got in her career, she required more and more. Therefore she wanted to develop her career by establishing a school. This idea

was supported by her husband. Their school later on became one of the most popular school in Brussels, in which they raised their term, elevated their own system of education, and their choice of pupils grew more select, and at length included the children of the best families in Belgium.

Frances' career was fully in progress, she was not only respected, but her pupils admired and loved her. She was very dedicated to her profession, she was willing to spread a wing of kindest protection to all of her pupils. She was also full of attention to them, she usually went to their bedside at night to tuck them warmly in. She looked after them in winter to see that they had a comfortable seat by the stove. She was really care of their feeling and she was also willing to listen to their sadness. Moreover she was really anxious for their progress. Her attitudes toward her pupils was more than just a relationship between pupils and teacher. Her nature as a mother who was gentle and full of loving kindness always followed her features.

Even she spent most of her time on work, she as a wife was never neglect her duty as a wife. She could

make her husband felt that their home was a heaven. This means that she as a wife could make her husband felt peace and comfort. She also tried to keep a good communication with her husband. They usually had the evening together, sometimes they spent them all for conversation. Her husband said that at that moment they were happy as a bird with its mate.

Frances Henri as a woman seemed to be two person, as her husband said "I seemed to possess two wives" in one side she was really strong and independent, but on the other side she was motherly and gentle.

I seemed to possess two wives. The faculties of her nature, already disclosed when I married her, remained fresh and fair; but other faculties shot up strong, branched out broad, and quite altered the external character of the plant. Firmness, activity, and enterprise, covered with grave foliage, poetic feeling, and fervour; but these flowers were still there, preserved pure and dewy under the umbrage of later growth and hardier nature: [238].

She was also still full of respect toward her husband, even they had already married for many years, she still called him 'master', since it was her pleasure to make her husband as a master in all things.

Eventhough she was a loyal wife, she was quite adamant that were her husband to prove cruel or bestial, she would revolt against the 'slavery'.

"Monsieur, if a wife's nature loathes that of the man she is wedded to, marriage must be slavery. Against slavery all right thinkers revolt, and though torture be the price of resistance, torture must be dared : though the only road to freedom lie through the gates of death , those gates must be passed ; for freedom is indispensable. Then, monsieur, I would resist as far as my strength permitted ; when the strength failed. I should be sure of a refuge. Death would certainly screen me both from bad laws and their consequences." [243-244],

Frances as a wife did respected her husband, she was willing to make her husband as a master of all thing. However she rejected the marriage which made wife as husband's slave. Hence she believed that wife was her husband's inferior, but husband still should respect his wife's rights as the individual.

She was not only a good wife but also a good mother for her only son, Victor who was born in the third year of their marriage. This could be seen in her habit, every night after went to the pupils' chamber and made sure that they were well, she went on her son's bed, pray for him and gave him a softest kiss on his brow.

When she and her family had moved to England, once her husband shot his son's dog, which he called Yorke because it was bitten in the street by a dog in a rabid state. Because of this reason, Crimsworth had to kill the dog, Victor felt so sad, no one could heal his heart, only her mother who could comfort him. This showed that even though she was busy with her work outside the house, she could keep a good communication and a close relationship with her son.

As a hard worker, Frances deserved to get a success in her life. Having reach all her dreams, she finally made her last dream came true, to go to her promise land, England. First, she and her family traveled from end to end of the British islands, and afterwards passed a winter in London. Then they prepared their residence. They lived happily in Crimsworth's native country, _____ shire.

Frances as a woman was a portray of an independent woman, she was independent in her early age and this characteristics was still continued after she married Crimsworth. However she as a wife did not neglect her

duty. Hence in her character the reader could see that she could make her two roles in balance.

From the beginning until the end of the story, the reader would see that there was a development in Frances Henri's character. She began her life from a poor and unskilful girl but able to finance her education by a usual art, lace mending which was despised by most people. Her work as a lace mending teacher at first was hard for her since she was young and inexperienced, she did not have power to make herself obeyed. However by her perseverance she could manage her pupils. A good chance then came to her, she became a successful career woman and also a respectable person. The development of Frances' life and character was clearly seen in this story, hence the reader could conclude that she had a round character.

B. Extrinsic Approach

Since the writer of this thesis need to analyze the image of woman as an expression of the author's thought and feeling, she will use an extrinsic theory. Furthermore she will use a sociological approach in

order to see how this aspect influenced the author's thought as seen in the image of woman in this novel.

B.1. The Image of Woman as an Expression of the Author's Thought and Feeling

Shirley Foster in her book, *Victorian Women's Fiction: Marriage, Freedom, and The Individual* mentioned that the power of Brontë's fiction, however, lies in its approach to the romantic orthodoxies, which at least one of her more hostile critics saw as socially subversive. Brontë's exploits these orthodoxies in order to express her reservation about her age's ideologies regarding women. More boldly than most of her fellow novelist, she seeks to re-define feminine selfhood, freed from restricting images and assumption.

It was a narrow life that Charlotte lived. She did not know many people or many places, the narrowness of her experience made autobiography important in the matter of her novels. [Pollard, 1968:3], As seen in *The Professor*, she applied much of her own life in her heroine life. Frances Henri as the woman major character

shared much of her author's characteristics. The reader could notice some aspects of Frances' life as the author's own. For instance she performed Frances as an orphan child who lived with her aunt, this condition was almost the same with her condition, she were left with her aunt when her mother died while she was still a child. Frances was a daughter of an ecclesiastic pastor, she was also a daughter of an Anglican clergyman. This background then affected much of her way of thinking, in which she despised her Catholic environment and longed for Protestant environment. Probably the difference was in Charlotte and her sisters idea to establish a school for girls which never came true, but she made it real in *The Professor*, in which the heroine was successfully in establishing a school for girls. The setting itself mostly took place in Brussels, based on her own experience while she studied in Brussels.

Different from her later novels in *The Professor*, Charlotte used a male character, William Crimsworth as the main character and also the story teller of the story. He was a young aristocratic man who rejected his

aristocratic inheritance and went to Brussels to find his fortune. Here he started his new life and for the first time be an independent man. With his educational background, he was accepted to be an English teacher in the seminary school in Brussels. The Professor, it was what people called him.

Crimsworth's profession as a teacher possible him to meet a lot of people with the different characterization. Since he taught at the seminary school for boys and the other for girls, he could meet a lot of girls around fifteen to nineteen. And as a man he was more interested in observing the girls in the seminary school which belonged to Mdlle. Zoraide Reuter.

From the whole story, at least ten women characters were being observed by William, as an observer he was really good in describing anything, from the way they dressed until the way they thought. However William's opinion in regarding women was not as men's opinion in his life time who regarded women more on their physical beauty than intellectual strength (This could be seen in Edward criteria in choosing his wife, M.Pellet

admiration toward Zoraide Reuter and Hunsden's opinion in regarding women).

Crimsworth's desire for a woman who later chosen as his wife was a woman who was neither conventionally beauty nor empty headed but who was intelligent and companionable. This suggested the ideal of womanhood which Charlotte tried to say, on the other hand it contained her critics toward men assumption in regarding women.

In sunshine, in prosperity, the flowers are very well; but howmany wet days are there in life—November seasons of disaster, when a man's hearth and home would be cold indeed, without the clear, cheering gleam of intellect [p 14].

.... the idea of marrying a doll or a fool was always abhorrent to me; I know that a pretty doll, a fair full, might do well enough for the honeymoon; but when passion cooled, how dreadful to find a lump of wax and wood laid in my bosom [p 104].

....the man of pleasure likes what he calls "a fine woman"—she suits him; the fashionable young gentleman young lady—she is of admires the fashionable his kind; the toilworn, fagged, probably irritable tutor, blind almost to beauty, insensible to airs and graces, glories chiefly in certain mental qualities; application, love of knowledge, natural capacity, docility, truthfulness,

gratefulness, are the charms that attract his notice and win his regard. [p 115].

Hence Charlotte suggested that men should not be interested only in women's physical beauty, but more on their intellectual strength and their good characters. The physical beauty would not be lasting, because as women grew old, they would lose all of their beauty. But the intellectual strength and good characters would not be damaged by time.

As Crimsworth's suitor, Charlotte presented Frances Evans Henri, one of Crimsworth's pupils. This figure was the image of the woman that Charlotte tried to convey, since she was the concretion of the ideal of womanhood which Charlotte conveyed through Crimsworth's point of view in regarding woman.

By performing Frances Henri as a middle class woman who was successfully finance her education by lace mending, Charlotte tried to say the importance of education for all women, no matter from which classes they came from. Furthermore the economic condition was not an obstacle in achieving this purpose.

Frances' struggle in order to get an education was an example of woman who did not give up toward the

condition of life. She as woman started her life with nothing, she also did not have any skill. Most people despised her because she was poor . Eventhough she was successfully in financing her education by lace mending, most people, included Crimsworth despised such usual needle work.

However by proposing herself with an education, she could be a respectable and successful career woman. From her life the reader could see that it was important for woman to get an education, because an educated woman would be more respected by her environment and it would be easier to get an important position in society. Moreover she would be more respected by her husband.

Women's independency was also important, this could be seen in Frances' character who lived with her aunt only, both were women, even lived in poverty, but both could still survive without men's support. Therefore it was important for women to have an education or at least a skill, so if they were fated to live in the crowd and to depend on themselves, they might have the satisfaction of feeling that they were their own mistress. In this case the reader could see that

eventhough most people despised on women's work, such as lace mending, but it proved that through such usual art, Frances could propose herself for an education .

Behind her independency and her perseverance in facing the life, Frances still need man's support and also romantic fulfilment. This aspect was important to be pointed out since Charlotte performed the new approach of woman's position without neglect the conventional value. In one side she suggested that a woman should be independent, but on the other side she suggested that women still need men as her companion. Hence the reader could conclude that Charlotte did not reject the matrimonial concept.

Charlotte also suggested that women should have women's traits, such as diligent, gentle, careful, respectful, and most of all women should have a mother's traits, such as wise, able to do mother's work, etc. All of them was a nature of the women which was important and admitted by Charlotte. Those characteristics was clearly seen in Frances' character.

Beside of performing the life of Crimsworth and Frances Henri before the marriage, Charlotte also

presents the life of this couple after the marriage. Hence, this is her only novel which told about the life of her heroine after she encountered the marriage life. In which she performed the woman/wife with two roles as career woman and housewife.

Frances Henri, as the image of woman that the author's suggested was an example of a woman who chose to continue her career after she came to the marriage life. Eventhough her husband offered a complete rest for her for he knew that she had worked hard before, but she preferred to have career. This phenomenon was really interesting since as a wife, Frances who financially can depend fully on her husband who earned more than enough salary does not want to lose her career as a teacher. So it was not for financial reason she remained to have career, but the need of expressing herself and have an active life since she believed that to be a housewife only, will make her boring.

Moreover Frances's decision to continue her career showed that she as a wife had a right to choose what she wanted. On the other side, Crimsworth as a husband gave his support and understanding to his wife.

"You have conceived a plan, Frances," said I, "and a good plan; execute it; you have my free consent, and wherever and whenever my assistance is wanted, ask and you shall have." [p 237].

So, the position of Frances as wife was not as his husband's inferior but as his husband companion since she as wife can freely express what was in her mind.

Here, the readers could see that Charlotte offered new approaches to the women's traditional needs. Housewives were not the only occupation that women could choose, but they could do more than just to be housewives. A married woman should not sink into her own domestic world, because she still could do something for herself and other persons. For instance Frances was an educated woman, if she spent the rest of her life only to take care of her family, it meant that she did not use her ability that she had, hence her hard effort to get an education was useless since in practice, she never used it.

Hence marriage and domestic life was not the only world that women could have. If they wanted to, they could work outside the house. However career for woman should not be her escape from their duty as a wife and

her pride of making herself equal with her husband, but career should be a way to express herself.

Charlotte also convinced the readers that women could do the same as men or more than men. In this case, Frances seemed to have a brighter idea than her husband. She proposed to begin a school, which later became one of the most popular school in Brussels, this showed that she had a more brilliant idea than her husband. Moreover she had an ability to make her idea came true.

She also suggested that woman could be said as a good wife, not only because she spent all her time to take care of her family, but more on how she could keep a good communication with her husband and her children. A happiness of the family then depended on how each of family member respected and loved each other.

Frances Henri as a woman was a portray of an independent woman. Though she had already married, she was still independent. This is the specific thing that can be gained in her character for she was independent from the early age until she grew up and got married. But her independency does not make her trapped in so

much troubled since it is limited by her nature as a wife/mother, so she could run her life very well.

Even she had an exciting career, but she was still full of respect toward her husband. So many years after the marriage, she still called her husband 'Monsieur'. This showed that she as a woman still respected the traditional value that however independent the wife was, she still had to respect her husband and made her husband the master of all things. As seen in this story, Frances usually discussed any important things to her husband, and asked for his opinion and guidance.

During her career and her busy time, she still had a close relationship with her husband and her only son. For her husband, she was a good wife, she could make her husband feel that their house was a heaven. Her husband also admired her very much, in which he admitted he seemed to possess two wives, in one side she was very strong and independent but on the other side she was not forget her nature.

The happiness of Frances' family was also a portrayal of the happy family that the author suggested, in which marriage was seen as the unity of two different

person who respected and loved each other. Hence marriage was not a slavery for woman, but marriage was a happiness that woman deserved to have.

The two side of Frances life represented two important side of women's life. In one side women need to express themselves such as having career but on the other side they had traditional need that is to be a good mother/wife. Hence this two needs were important for women.

B.2. Victorian Women

The author as a member of the society could not be separated from her environment. This environment included her family background and also the social class she belonged to. Hence, it is important to see the author as a social being, because the social condition in which she lived would shape her character and also her way of thinking. Therefore, it is possible to see how the author's environment influenced her thought.

Charlotte Bronte, the author of *The Professor* was a middle class woman and also a daughter of an Anglican clergyman. Her background of life was really interesting

to be analyzed, since her way of thinking as reflected in her novel had been influenced by the social class she belonged to.

Among all social classes in England, women had been regarded as men's inferior. This myth was perpetuated by the biological and religious arguments. From they were born, girls learned that they were less important than boys. The gender was really important for Victorian parents, especially for the upper and the middle class people. They would be very proud if the new born baby was boy, but it would be less happiness if it was girl. This happened because boys was expected to carry on the family name and bussiness.

As girls grew up, they would not be sent to school, they even did not learn how to write or how to read. Most parents considered that it was not necessary for girls to get an education, most of them said, "What's the use of it ? That won't earn a gal a living." Therefore it was not suprising if the majority of English girls had little or no formal schooling.

All parent's intention then would be focused only for boy's education. Meanwhile girl had trained only to

do a lot of housework or to take care of their brothers or sisters. Most people believed that boys should go everywhere and knew everything, and a girl should stay home and knew nothing. Most middle class parents, too were uninterested in an academic education for their daughters. The emphasis was on religious teaching which emphasized the subordination of woman.

Boys schooling was a different matter. A good education was an investment in a boy's future since it was a passport to success in professional and public life. Most girls knew that they had to face this unfair condition, and they were jealous. The suffragete leader, Emmeline Pankhurst, eldest of the ten children of a Manchester textile, wrote in 1914 of the 1860s :

The education of the English boy, then as now, was considered a much more serious matter than the education of the English boy's sister. My parents, especially my father, discussed the question of my brother's education as a matter of real importance. My education and that of my sister were scarcely discussed at all [Perkin , 1993: 32].

Charlotte as a woman who lived in Victorian times must feel the same condition as most women at that time. Moreover she had a deep concern to girls' education, therefore she and her sisters planned to establish a

school for girls, unfortunately, she could not make it real. However in her novel, she encouraged women to struggle by themselves to finance their own education, as seen in Frances Henri's character who had never received a regular education like many other students around her age. Eventhough Frances had an aunt, she could not depend on her. The condition that she faced was almost the same with the condition that should be faced by many Victorian girls, in which they got difficulties in getting education even for an elementary education, such as reading, writing, and some arithmetic.

It was a fact that girls could not depend on their parents to get a good education. Hence it was important for a girl to try to be independent from her early age, made money by themselves and financed their education by themselves. Without their own struggle probably girls would never get better life which could be got if only they proposed theirselves by education.

As girls grew up, they had to prepare themselves for marriage. Marriage was considered as a sole future for women, therefore women's failure or success in life

depended entirely on whether or not she succeeded in getting a husband. Hence most women put marriage as the principal object of their actions.

Meanwhile marriage was seen as a sacrament, binding two people together for life. The man was protector, chief breadwinner and head of the household. The wife and children were expected to be obedient and submissive to his rules. By marriage, husband and wife become one person in law and that person was he. He had almost complete control over her body, and their children belonged to him.

Therefore some women remained to live single, because they were afraid if they got married, they would lose their self identity. One of them, Ann Richelieu Lamb wrote in 1844 her spirited defence of remaining single :

The unmarried woman is somebody ; the married, nobody ! The former shines in her own light ; the latter is only the faint reflection of her husband's, in whom both law and public opinion suppose her 'to be lost' Surely the state of the much-ridiculed spinster is better than this very equivocal position, in which there is a great risk of losing our very identity ... [158].

Hence there were two different group of women, the first thought that marriage was their obligation, but the later thought that it was better if they lived single because they were afraid of losing their self identity.

Charlotte herself remained from choice a spinster most of her life, she had three proposals of marriage which she refused, on the ground that she did not wish to make marriage the principal object of her actions, anyway she did not find her suitors attractive enough. Here was her admiration of Miss Wooler's contented retirement :

It seems that even ' a lone woman' can be happy, as well as cherished wives and proud mothers - I am glad of that - I speculate much on the existance of unmarried and never-to-be married women nowadays, and I have already got to the point of considering that there is no more respectable character on earth than an unmarried woman who makes her own way through life quietly perseveringly - without support of husband or brother ... [Foster, 1985 : 74],

Charlotte really admired women who could live without men's support, this could be seen in also in *The Professor*, Frances Henri lived with her aunt, both were women, eventhough they were poor but they could still survive without men's support.

Eventhough Charlotte admired women's independency and she saw the dangers of narrow preoccupation with marriage, but she herself could not abandon the belief that happy wifhood was the greatest fulfilment for most women. Hence Charlotte did not reject the matrimonial concept. This could be seen in Frances Henri's character, eventhough she was independent, but she still needed romantic fulfilment. She was willing to be bounded to the marriage life.

However the two side of women's life should be kept by women. In one side, she needed a happy wifhood, but on the other side she also needed to express her self identity as the individual. Meanwhile women's self identity usually connected with women's right to have career. Career for most women meaning that they were independent from their husband.

Nevertheless marriage usually made women gave up their career they had while they were single, in other words marriage prevented women from independency. This happened because marriage usually took much of women's time to take care of her family, and it was believed that it would be imposible for women to have both family

and career. Besides, most husbands wanted their wives to be their dependent and not to have any other activities except the housewifery.

However in *The Professor* Charlotte gave a new approach for woman, that woman could have both a happy family and also a career, in which she performed a married woman who had happy family, but could still have career she had while she was single as an expression of her self identity as the individual. Besides she also possessed a successful career of her own, hence she did not lose her self identity, she shone in her own light. Furthermore She was financially independent, because she possessed her own income.

Women characters with an independent mind as seen in *The Professor* was one of the characters which was really admired by Victorian women [Perkin,1993:103], The independency was the condition which was expected by most of them. Therefore, Frances Henri as a woman major character in *The Professor* was a reflection of the ideal womanhood which was expected not only by the author, but also by most women in author's lifetime. Meanwhile

women's independency made most men afraid if their manliness would be at stake.

From this two different opinion, then emerged the two version of a 'perfect wife' or a 'true womanhood', one was held by men and the other by women. Men expected women to be decoratively idle, sexually passive women, pure of heart, religious and self sacrificing. This concept then known as an 'angel in the house'. Meanwhile women pretended to be as men wished them to be but at the same time developing their own identities.

Women opinion about the 'true womanhood' did influenced Charlotte thought about the ideal of womanhood. As portrayed in Frances Henri character, she did have a mother traits, she was a picture of an ideal wife, but on the other side she was superior than most Victorian women. She was well educated and she also remained to continue her career she had while she was single, not because the financial reason but because the need to express herself. A wife with those characteristics was really admired by Victorian women. Nevertheless this condition was rarely found among Victorian women. Only some women who could have both a

happy family and a good career, since most of them had to follow men's conception of an 'angel in the house'.

Most wives pretended to stay home and concentrate on their domestic life rather than went out for work. Only if for financial reason, they were willing to work outside. Unfortunately most women were uneducated, hence they worked as a factory worker, farm worker, etc, which did not need any skill. Or if they did not want to work outside, they did various needle work at home.

It was difficult for women to have a good job because most of them were uneducated, only a few women could have a good career. However only a few occupation which were open for women, such as teacher, and nurse. Therefore most educated women worked in those occupation and this was considered as respectable job.

Therefore in *The Professor*, Charlotte presented Frances as a teacher, an occupation which was familiar for most women at that time and also based on her own experience as a teacher and a governess. However what was important in this novel was the independency of the woman major character and her ability in making her two roles, as a career and a wife in harmony.

The image of woman who was independent but still not forget her nature as a woman was Charlotte's suggestion of the ideal of womanhood. Even though women deserved to have the same rights and chances as men, but in family life there was still a hierarchy of status between husband and wife. As seen in Frances' behaviour, she usually made her husband as a master. This was a reflection of the religious subordination of women which was held by the middle class people who were known as religious people.

As a woman author, Charlotte offered a new approach of women's life without neglecting women's traditional needs. This conception was the same with a 'true womanhood' which was held by the middle class women.

CHAPTER V

CONCLUSION