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Women Empowerment in Jane Eyre

Identity, independence, and recognition.

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Dedications

Quissal's Dedicaton:

This work is dedicated to:

My dear parents: Thank you so much for your encouragement, constant love and support throughout my life Thank you for everything, the greatest credit goes to you.

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Abstract

Many people in Victorian society agree with the “Conservative Approach” attitude, which considered women submissive and inferior to men. With regard to this position, the legal rights of married women were similar to those of children. A married woman was considered the perfect pure woman, who could not be discredited in any way, and therefore it was the role of the married Victorian woman to raise a family and care for its needs. However, Victorians slowly began to adopt a broader approach in which women were not seen as inferior to men but as different. In this study, we delve into how women's roles changed and how they became socialized in the Victorian era through Jane Eyre's novel by the great writer Charlotte Brontë. Thus the higher education that's given, as well as the career jobs is still not suitable for women. The only work that was acceptable to single females in Victorian society was the work of a teacher or a nursemaid, so we're going to rely on the feminist theory that supports women and reveals the oppressed principles of male society, which is why Charlotte Brontë herself was aware of the conquered status that women occupy in Victorian society, but she changed the reality of women and made them realize the autonomy and freedom that they have always dreamed of. The importance of this research bases on the fact that Victorian women can be like male sex, better to have their voices heard, and influence social, political and economic issues in society to destroy the idea of all the right to men and women are slaves.

Keywords: Jane Eyre – Empowerment – Independence – Identity – Women rights – Victorian Society.

ملخص

يتفق العديد من الناس في المجتمع الفيكتوري مع موقف "النهج المحافظ" ، الذي اعتبر النساء خاضعات وأدنى منزلة من الرجال. فيما يتعلق بهذا الموقف، كانت الحقوق القانونية للمرأة المتزوجة مماثلة لحقوق الأطفال. كانت المرأة المتزوجة تعتبر المرأة المثالية النقية ، التي لا يمكن تشويه سمعتها بأي شكل من الأشكال ، وبالتالي كان دور المرأة الفيكتورية المتزوجة هو تربية الأسرة والاهتمام باحتياجاتها. ومع ذلك، بدأ الفيكتوريون ببطء في تبني نهج أكثر اتساعاً حيث لم يكن يُنظر إلى النساء على أنهم أدنى منزلة من الرجال ولكنهم مختلفات. في هذه الدراسة نخضع إلى كيفية تغيير دور المرأة و كيف كانت وأصبحت حالتها الاجتماعية في العصر الفيكتوري من خلال رواية جين آير للكاتبة العظيمة شارلوت برونتي، لذلك لا يزال التعليم العالي الممنوح، وكذلك الوظائف المهنية، غير مناسب للمرأة. كان العمل الوحيد الذي يُعتبر مقبولاً للإناث غير المتزوجات في المجتمع الفيكتوري هو عمل المعلم أو المربية. لهذا سنعتمد على النظرية النسوية التي تؤيد المرأة وتكشف المبادئ المضطهدة للمجتمع الذكوري لهذا كانت شارلوت برونتي نفسها مدركة للمكانة الخاضعة التي تحتلها النساء في المجتمع الفيكتوري لكن غيرت حقيقة المرأة وجعلتها تحقق استقلالها الذاتي والحرية التي طالما حلمن بها. أهمية هذا البحث تكمن في أن المرأة الفيكتورية تستطيع أن تصبح كالجنس الذكوري وأفضل ليكون صوتها مسموع وتؤثر بالقضايا الاجتماعية والسياسية والاقتصادية في المجتمع للقضاء على فكرة كل الحق للرجال والمرأة عبيد.

الكلمات المفتاحية: جين آير – التمكين – الاستقلالية – الشخصية – حقوق المرأة – المجتمع الفيكتوري.

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General Introduction

The Victorian era was a transitional period which started in 1830 and lasted until the death of the Queen Victoria. It was the period of great changes and advancements in many different fields such as technological, scientific, medicine along with the increase in population. Also, the Victorian age was the period of progress, industrialization, expansion, reform and social upheaval all these changes influenced the English society in politics, cultural, economy, and social norms. Despite the fact that England changed from a rural, agricultural to an urban one and became the first industrial nation because of industrial revolution and was the age of growth, it was also the period of poverty, problem, and anxiety.

In addition to the previous features of the Victorian era, during the 19th the roles of men and women were sharply defined than any time before. In the previous centuries, women suffered from gender inequality for example: they had no rights and were expected to marry and become the servants of husbands. Female in general were seen inferior to men and depends on them in all cases and in the best cases women were taught how to sing, dance, play the piano, read, and to do embroidery.

Moreover, the Victorian society known as the great age of the English novel; in that period, the novel became the most famous and popular genre. Writers used it as an instrument to transmit values and morality. The most novel in the Victorian era were written in realistic style, long crowded with ordinary characters in ordinary life. The focus was about the troubles of life, the description of the contemporary life and the entertainment for the middle class. Novels have to teach readers something about life. The main themes were about problems on industrialization and urbanization such as the novel of hard times by Charles Dickens and topics about embarrassing women and children such as the Brontë sisters for example Jane Eyre by Charlotte Brontë.

Like many female's authors Charlotte Brontë is one of the most popular Victorian women writers and one of the prominent literary figures her works appreciate by many readers and critics till now. She is best known for novel *Jane Eyre* in which she tried to focus on the role of women in the Victorian England. Charlotte creates the character of Jane Eyre who becomes one of the greatest heroines of literature. This choice of the novel and the character is mainly to show how the Victorian society was focusing on feminist views and the struggle of women to achieve independence and happiness.

So in this research, we are going to analyze this literary work written by Charlotte Brontë in which she describes women in the Victorian society as the representation of her own life in the content of *Jane Eyre*. Thus in our work we give an overview about the Victorian era and to show how Charlotte Brontë managed to create a strong female character Jane and ultimately how she succeed to empower women of her time to be independent respected and confident in the male dominated Victorian society.

In order to answer the previous questions we divided out dissertation into three chapters. The first chapter entitled by theoretical framework which concerns with the life of the author and her writing style also it gives a plot summery of the story, the characters, and the main themes.

The second chapter entitled by literary background. It deals with the English society in the nineteenth century, the position of women in the Victorian age, also women and their relation to literature. In addition, we will discuss the theory of feminism, and we will tackle other subtitles like writers who wrote about the character of *Jane Eyre* women's oppression, and women's revolution.

The third chapter concerned with women empowerment. We will involve a deep analysis of the novel dealings with identity and recognition of the protagonist, women independence, and from women persecution to women empowerment.

This study investigates women empowerment in Jane Eyre through identity, independence, and recognition. In her novel, Charlotte Brontë tries to shed light on the circumstances, and principles disposed to females. As such, a number of questions appear this statement:

1-Does Jane Eyre support women's empowerment?

2-To what extent independence, identity, and recognition appear in the story and what is the effect of these concepts on the personality of Jane?

Our research is based on one hypothesis that Jane Eyre contains empowering messages to women to seek identity, independence, and recognition.

We aim to give an overview about the Victorian era and women conditions then. We also seek to analyze the personality of Jane and the themes of identity, independence, and recognition in the story.

Jane Eyre's image was highly appreciated by many readers. Jane Eyre is the first, and at the same time, the most powerful and most read novel then and now to discuss the female position in the male-dominated world. Since its publication, many critics have seen it from different views. All these views inspired us to choose this novel and to work on.

The method we use in this dissertation is descriptive and analytical. The literary theory that we will rely on to analyze the novel is feminism. The feminist criticism is used to examine power relations and male behaviors towards women. It is also used to examine female identity in the novel. We will collect data from the novel as a primary source as well as the movie to see more details. Criticism from secondary sources like scholarly articles, books, and websites will be used to support our arguments.

CHAPTER ONE

THEORETICAL BACKGROUND

Chapter One: Theoretical Background

Introduction

The Victorian era was the period of Queen Victoria during (1837-1901). It was very important age in the history of Great Britain. It was marked by sweeping progress in several domains especially in literature. A lot of notable writers during this era appear such Charles Dickens, William Makepeace, George Bernard and the Brontë sisters more specifically Charlotte Brontë. In this chapter, we will represent a background of Charlotte Brontë and we will submit an analytical study of Jane Eyre in terms of plot, characters, and themes.

1.1. Charlotte Brontë

1.1.2. *The life of Charlotte Brontë*

One of the most famous and influencing novelists in Victorian age is Charlotte Brontë. She was born on 21 April 1816 in Thornton in West Reding of Yorkshire, England. Charlotte was the third of six children of Maria and Patrick Brontë, her father was an Anglican clergyman. Mrs. Brontë and the two oldest daughters died (Maria & Elizabeth) leaving the father take care in the 2 children Charlotte, Emily, Anne, and one boy named Branwell. In 1824, the four sisters Charlotte, Emily, Maria, and Elizabeth attended clergy daughter's school at Cowan Bridge. Maria and Elizabeth came down in 1825; Charlotte and Emily back home in June 1825. The school was a source of inspiration for Charlotte to write The Lowood School in her novel Jane Eyre. For more than five years the Brontë children study and played together. In 1831, Charlotte was sent to school at "Roe Head" were she rest a year. In 1832, she went home to teach her sisters. Then, she came back to "Roe Head" as a teacher in 1835 in order to enhance her family position. In 1842, she went with Emily to study languages. Charlotte wrote "Jane Eyre" in 1847. The novel gives new sincerity to the Victorian fiction. In 1849 she wrote Shirley and later Vilette in 1853.

1.2. The Corpus: Jane Eyre

1.2.1. Plot Summary

Jane Eyre is a young orphan girl raised by her aunt Mrs. Reed at Gateshead Hall. Mrs. Reed and her children treat Jane cruelly. Bessie was a kind servant with Jane. One day, Mrs. Reed imprisons Jane in the red room as punishment for fighting with her cousin. The room in which Jane's Uncle Reed died. When the door of the room knocked Jane started screamed and faints thinking that she sees her uncle's ghost (Mr. Reed). Soon after, Mrs. Reed sends Jane to the Lowood Institution, a charity school directed by the hypocritical Mr. Brocklehurst. Jane wakes to find herself in the care of Bessie and the kindly apothecary Mr. Lloyd, who proposes to Mrs. Reed that Jane must be sent away to school.

Jane is sent to Lowood School, a charity institution for orphan girls. The school's headmaster was cruel and hypocritical. Brocklehurst provides the girls with starvation levels of food, freezing rooms and poorly made clothing and shoes. Regardless of the difficult conditions at Lowood, Jane prefers school to life with the Reeds. In the school she makes two new friends "Miss Temple and Helen". Jane's friend "Helen" died during a typhus epidemic. Jane spends eight more years at Lowood, six as a student and two as a teacher. After teaching for two years Jane gets new experiences, she works as a governess at Thornfield where she teaches a lively French girl named "Adèle" who lived with the housekeeper "Fairfax" and the landlord "Mr. Rochester", with whom Jane finds herself falling secretly in love. One night, Jane saves Rochester from a fire which he claims that was done by a drunken servant named Grace Poole.

One of the days, Mr. Rochester prepares a party of English aristocrats to Thornfield, including a beautiful but vicious woman called Blanche Ingram. Jane thought that Mr. Rochester will marry Blanche, but Rochester instead proposes to Jane, who accepts almost unbe-

lievably. Rochester hastily prepares the wedding. But during the small ceremony, a London lawyer intervenes and declares that Mr. Rochester already has a wife “Bertha Mason” from the West Indies. Her brother, Mr. Mason, appears to confirm this. Mr. Rochester admits to it, and takes everyone to the third floor, where Bertha is revealed as mad. He was tricked into the marriage and he appeals to Jane to come away with him anyway, but she refuses to be his mistress. After a dream that warns her to flee temptation, Jane sneaks away from Thornfield at dawn.

In a region of England she does not know, Jane experiences three harsh days of suffering, sleeping outside, and nearly starving. Suddenly, she comes upon and is taken in at Moor House the home of Mary, Diana, and St. John Rivers “clergyman”. St. John gives Jane a position of teaching in a rural school. Jane finds out that an uncle she did not know and never met has died and left her 20,000 pounds. That uncle proves to be related to the Rivers siblings unexpectedly discovers that she has cousins. In her joy at finding family, she divides her fortune equally between them.

St. John has plans to go to India for a missionary, and he proposes marriage. She feels familial affection but no love for St. John. She says she would go as St. John's sister, but he will accept no conditions. St. John tries to convince Jane to sacrifice herself and marry him. But in her confused emotional state, Jane experiences a telepathic flash: she hears Rochester's voice calling to her. She immediately leaves to seek out Rochester. Jane finds Thornfield Hall destroyed from a fire that Bertha had set in Jane's old bedroom. During the blaze, Bertha had jumped from the roof and died. Rochester saved his servants, but suffered injuries that left him blind and missing a hand. Jane meets the humbled Rochester at Ferndean, and promises always to take care of him. They marry, bring back Adèle from boarding school, and have a son. Rochester eventually regains sight in one eye.

1.2.2. Characters

In novel contains main, secondary, and minor characters. The main character is Jane, due to the nature of a first-person. The secondary and minor characters are really important too, as Brontë highlights certain ideas and issues through them.

Jane Eyre: The orphaned protagonist of the story and narrator, she grows into a highly sensitive independent woman. Jane is a strong girl caught between class boundaries, financial situations, and her own conflicted feelings; in her youth and again as a governess.

Edward Fairfax Rochester: The wealthy master of Thornfield Hall and Jane's employer and, later, her husband. Over the course of his life, he grows from a naive young man, to a bitter playboy in Europe, to a humble yet still strong man worthy of Jane.

St. John Rivers: A parson with two sisters at Moor House, and Jane's cousin. Much like Jane, St. John is a restless character, searching for a place and purpose in life. Like Mr. Rochester, St. John has a commanding personality.

Bertha Mason: Rochester's wife from Jamaica who is locked away on the third floor of Thornfield. Bertha is portrayed less as a human being than as a Gothic monster.

Adèle Varens: Jane's young pupil at Thornfield, who is Mr. Rochester's ward. Jane teaches Adèle the French characteristics with an English education.

Céline Varens: Adèle's mother, Céline Varens is French singer who was also Mr. Rochester's mistress. As Rochester's mistress, Céline was essentially a hired woman, submitting to the shallow status of a dependent.

Blanche Ingram: A beautiful socialite who wants to marry Mr. Rochester. Blanche embodies the shallow and class-prejudiced woman of the old aristocracy.

Rosamond Oliver: A rich and beautiful woman who supports Jane's school at Morton. She loves St. John, but marries a wealthy man when it becomes clear that St. John's focus is on his missionary work.

Diana and Mary Rivers: Jane's cousins and St. John's sisters. Similar to Jane in intellect and personality, they show Jane heartfelt compassion that contrasts with St. John's more dutiful sense of charity.

Mrs. Fairfax: The housekeeper at Thornfield Hall.

Grace Poole: The mysterious servant at Thornfield who watches over Bertha Mason. Her name suggests religious grace, which Rochester cannot find until Bertha's suicide.

Richard Mason: The timid brother of Bertha Mason, and Rochester's former business partner in Jamaica.

John Eyre: Jane and the Rivers' uncle; a successful wine merchant who leaves Jane an inheritance of 20,000 pounds.

Uncle Reed: As Jane's maternal uncle, he adopts Jane and makes his wife promise to care for her as their own child.

Mrs. Reed: Jane's aunt by marriage, and the matron of Gateshead Hall. Mrs. Reed feels threatened by Jane, who has superior qualities to her own children. Mrs. Reed represents the anxiety of a wealthy and conservative social class, which acts defensively to protect itself from independent minds like Jane's.

John Reed: Mrs. Reed's son, and a bully.

Georgiana Reed: A spoiled daughter of Mrs. Reed, and later a superficial socialite.

Eliza Reed: Mrs. Reed's third child, who is more reserved and stern than her siblings.

Bessie Lee: A house servant of Mrs. Reed, Bessie is the only person at Gateshead who treated Jane kindly

Mr. Lloyd: An apothecary.

Helen: Jane's schoolmate at Lowood School who died with typhus epidemic.

Mr. Brocklehurst: The parson and hypocritical overseer of Lowood Institution. Mr. Brocklehurst advocates a severe religious program of self-improvement denying the body to save the soul. But unlike St. John Rivers, the pampered Mr. Brocklehurst does not practice what he preaches.

Maria Temple: The headmistress of Lowood School. Ms. Temple serves as a mother figure and a model of intellectual refinement, gentle authority, and emotional sensibility for Jane and Helen. Both girls feel a deep connection to Ms. Temple.

Helen Burns: Jane's best friend at Lowood, and a model of personal strength and even temperament for Jane. Helen is a withdrawn intellectual with an optimistic religious view of universal salvation that contrasts with St. John's beliefs.

Miss Scatcherd: A cruel teacher at Lowood School.

Miss Abbot: A servant at Gateshead.

Mr. Briggs: The lawyer, who during Jane's first wedding ceremony with Rochester, reveals that Rochester is already married to Bertha Mason.

1.2.3. Themes

Themes are pervasive ideas presented in a literary work. There are plenty of compelling themes in Jane Eyre, which is a masterpiece of Charlotte Brontë. The major themes in this novel have been discussed below.

Family: One of the important themes is family. In the famous novel Jane Eyre the two families are on opposite ends of the spectrum, one cruel and selfish, the other loving and generous. Another major point, Brontë makes about family is that people who are biologically related to one another (who are a family) can be toxic to one another.

Independence and identity: Jane Eyre is not only a love story; it is also a call for independence and identity. Throughout the book, Jane demands to be treated as independent

woman and a person with her own needs and talents. Also, Jane's identity develops into that of a passionate fighter that refuses to accept injustice. Jane's identity is strongly present in the areas of Gateshead, Lowood, and Thornfield.

Love and marriage: Jane Eyre is essentially a love story and the relationship between Jane and Mr. Rochester is the main focus of the plot. Marriage is another theme that chooses how a right combination of passion and the duty make sustainable marriage.

Conclusion

To conclude, in this chapter we provided an overview about Charlotte Brontë and her famous works and we found that the author was influenced by her incidents. Her life gave her the inspiration to write her literary work entitled by Jane Eyre and we know more about the characters and the main themes of the novel.

CHAPTER TWO

THE SOCIAL AND LITERARY

BACKGROUND

Chapter Two: The Social and Literary Background

Introduction

In this chapter we will discuss the literary background of the Victorian society which includes the role of women and her strength during the Victorian era until the end of the 19th century. Also, we are going to focus on her society and how she lived with the conditions of brothers and fathers. Then, we will discuss the status of woman and her relationship to literature in this age. Furthermore, we will tackle an important theory that appeared at that time known as the feminism theory. Finally, we will show how women were suffering and how they succeed to revolt against the traditional norms.

2.1. Social Life

One important aspect that appeared in the English society during the reign of Queen Victoria was the class system. The Victorian society was fiercely hierarchal and a deeply classed society. Britons began to use the terms “class” or “classes” in order to show how society was classified at that time. The Victorian society was organized into: upper class, middle class, and the working class (Steinbach 124).

Moreover, Britain was very powerful country with rich culture. During the Victorian age, Britain has the strongest navy in all over the world which means it has dominated over a lot of countries. From the political side the Victorian period known as the age of reform and what led to the appearance of two main parties the Whigs and the Tories which was a signification that there was stability in the political world (38).

Furthermore, the age was famous of different developments such as transport and communication. Also, a lot of intellectual, technical and cultural achievements of this period are still with us today.

In addition to all this, Queen Victorian gave great importance to educational system and science. Many schools and universities are built at that time for example the University of

Oxford and the University of Cambridge. Also, different subjects were taught like Economy, Math, and Psychology. At the start of the nineteenth century people gave great importance to reading and the appearance of newspapers, books, libraries. A lot of people start their own libraries such as the book society begun in 1808 by Messrs and others such as Thomas and Wrightson were book sellers at the stamp office (Hughes129).

Thus, the Victorian period was a time of social and scientific developments and because of the dynamic environment which gave birth to some of the greatest thinkers and scientists such as James White, Thomas Edison, Charles Darwin, Karl Marx, and others.

2.1.1. The Status of Women in the Victorian Age

In the Victorian era women were seen inferior to men and regarded them physically weaker. Many women never worked. The only duty for the Victorian women is to take care of their husbands and their children, and keep a nice house. Therefore, during that period the Victorian women's rights were very limited.

In addition, women in the Victorian era could not vote or held professional jobs except working as a teacher or factory workers, domestic servants, or agricultural labors. Also, in the Victorian era had less chance to go to schools than boys society at that time did not consider that women need to attend at schools and had a professional education. Women were generally expected to be housewives and because of that daughters in the working class start to help their mother in a house in a very young age by looking after babies. However, girls in better families' condition were not totally neglected but their schooling was less important than boys as a result it was rarely to find a woman with higher or intermediate education (Mitchell 182).

2.2. Women and Their Relation to Literature

Victorian literature deals with the English literature during the 19th century. The Victorian era can be considered to be the golden age of English literature. The literature of this period expressed the fusion of pure romantic to gross realism. It concerned with social issues.

The Victorian period was an idealistic age. It was notable for the presence of great number of poets and the excellence of its prose. The novel was one of the most fundamental genres in the Victorian literature; famous novelists from this period include Mathew Arnold, Robert Browning, Joseph Conrad, Charles Dickens, George Meredith, Thomas Hardy, William Thackeray, Benjamin Disraeli, Thomas Carlyle, and Lewis Carroll.

In addition, during this era, United Kingdom has known by the emergency of women authors some of this women preferred to write using pseudonyms because it was very difficult for women at that time to use their names specially women from middle or low class while other prefer to use their real names.

Many of the Victorian age's female writers were extremely productive such as Mrs. Margaret Oliphant. She wrote too many novels for example "her series of Chronicles of Carlingford" (Carter and McRae 243).

Elizabeth Barrett was a celebrated English poet, she became famous for poetry and she tackles several issues like child labor, slavery, the oppression of women. One of her famous work is "The Cry of the Children" in which she describes the suffering of children who obliged to work in factories.

Mary Augusta who wrote under her married name as Mrs Humphry Ward. One of her distinctive works is "Helbeck of Bannisdale" in 1898. Her novels are different from those of Oliphant. They reflect the intellectual ambience of Oxford movement and fell high moral purpose (245).

Jane Austen is one of the main literary figures in the nineteenth century known primarily for her six novels among them “The Pride and Prejudice” in 1813. Most of her writings share the same plot.

Elizabeth Gaskell was a novelist and short story writer who encouraged and influenced by Dickens. One of her first novel Mary Barton was published in 1848. Also, among her famous works is “The Life of Charlotte Brontë” published in 1857. Her novels gave a picture about the social life of the different classes in society.

The Brontë sisters (Charlotte, Emily and Anne) are known as novelists and poets. Their novels and poems published under male pseudonyms: Currer, Ellis, and Acton Bell.

2.3. Feminism

Although the individual women tried to express their feminist views long time ago but the word feminism did not come to gain accuracy until 1890s. At the beginning of the 18th century, women were seen inferior to men and this was held by Christian belief which defined women as “The Weaker Vassel”. They were under the control of their fathers and husbands (Mangan15).

The Victorian era was characterized as the age of home or the domestic age. It was clear that the role of women at that period was to run the house, raise children, and work with low wages in agriculture, trade or industry.

In addition, many changes emerged during the reign of Queen Victoria (age of reform) and what motivated discussions about the role of women and its nature. The feminist movement or what is known by the first wave movement started in the mid of the 19th century. It is a series of political, economic belief, and cultural quality. The feminist movements like suffragists leaders as Barbara Bodichon and Bessie Rayner Parkes successes to give women the right to vote, access to education, and employment. Thus the feminist’s movements seek to

establish several demands such as complete equality, freedom, independence, and the possibility for education.

2.4. Writers who wrote about the Character of Jane Eyre

The major writers of the novel are in question to be the exciting events used by the author and the abuse of personality shown in Jane and Mr. Rochester. While most writers wondered the way of writing and truth of character representation, they did not admire the improbability of circumstances or the figures portrayed.

Haiya Gao wrote of Jane Eyre:

The author shapes a tough and independent woman who pursues true love and equality. Jane Eyre is different from any other women at that time. She strives for her life and defends her fate in hardships and difficult conditions. In Victorian period, the image of Jane Eyre cast a sharp contrast to the man-dominated society. She stands for a new lady who has the courage to fight for her own rights and love (926).

She expressed the common emotion of the time that Jane's suspicion of God and displeased with her station in life was threatening to the current situation of English society. In fact, other writers agreed with Gao.

In the strength of Jane, Miriam Allott said,

One to whom the world has not been kind. And assuredly, never was an unkindness more cordially repaid. Never was there a better hater. Every page burns with moral Jacobinism. "Unjust, unjust," is the burden of every reflection upon the things and powers that be. All virtue is but well masked vice, all religious profession and conduct is but the whitening of the sepulcher, all self-denial is but deeper selfishness (90).

This writer believed that Jane was an inherently selfish and disbeliever person.

In Graham's Magazine, another anonymous reviewer suggested that Rochester's character was dangerous and immoral, saying, "No woman who had ever truly loved could have mistaken so completely the Rochester type, or could have made her heroine love a man of proud, selfish, ungovernable appetites, which no sophistry can lift out of lust" (299). Thus, he intimated that any author who would devise to have her heroine fall in love with such a total rake would be immoral herself and ignorant of what real love is. He explained more by saying, "We accordingly think that if the innocent young ladies of our land lay a premium on profligacy, by marrying dissolute rakes for the honor of reforming them, à la Jane Eyre, and their benevolence will be of questionable utility to the world" (299). This writer submitted that the description of Jane and Rochester's relationship purpose to young women of the time to imitate Jane's "romantic wickedness".

Elizabeth Atkins, had writes for the character Jane of the final extent. Elizabeth said:

The screenplay writers remove all of Jane's female role models; they edit Jane's unexpected inheritance; and most importantly, they alter the circumstances which demonstrate Jane's acquirement of an independent identity.[...] the screenwriters have dismissed the importance of the violent fight between John Reed and Jane, and the impact on Jane of her banishment to the red room: The terror the red-room holds is not that kind Uncle Reed died there, but that to the child it is the permanent home of death... since it is all blood-coloured and ghastly white, striking horror into the child's soul (54-55).

However, she went on to recognize that this passage is well-written.

2.5. Women's Oppression

Oppression is the unfair use of power, law, or physical force to stop others from being free or equal and oppression is a form of injustice; according to Linda Napikoski. In much of the literature of the ancient world and the middle Ages, we have evidence of women's oppres-

sion. Women did not have the same legal and political rights as men and were under the control of fathers and husbands in almost all societies. In some societies where women had little choice but to support their lives if the husband did not support them, the ritual of widow suicide or murder was practiced.

So, persecution is both a cause and a consequence of sexual violence. Sexual and other forms of violence can create psychological trauma and make it difficult for members of a violent group to experience independence, choice, respect, and safety. Then, many cultures and religions justify the oppression of women by assigning sexual power to them, so that men then have to strictly control their purity and power.

Furthermore, in Marxism, the oppression of women is a core issue. Engels called working women “a slave of a slave” and analyzed in particular that oppression of women had increased with the rise of caste society. Also, cultural persecution of women can take many forms, including defamation and mockery of women to promote their supposed low "nature" or physical abuse, as well as more commonly recognized means of oppression including fewer political, social and economic rights.

Finally, women during the Victorian Era were forced into conditions besides mill work that were considered unacceptable to the higher classes of society and even some women among the lower classes that viewed prostitutes as a threat to their marriage or household. So, the oppression of women is a result of the more aggressive and competitive nature of males because of testosterone levels. Others attribute it to a self-reinforcing cycle in which men compete for power and control.

2.6. Women's Revolution

To understand woman's social condition and why she is considered an unusual and revolutionary; one needs to examine briefly how a society was constructed at that time. She is not necessary to work is a symbol of the status of the husband and the family. Factors wealth-

ier families and more economic success and decide on the extent of the entertainment woman can afford. Working women came from the middle class who had to make their own living from socially disadvantaged families and are treated with contempt.

At the start of the 1850s, the English middle class community had to confront a serious problem that ultimately changed the role and place of women in society. In the mid-19th century in England, an increasing number of unmarried women stayed. This dilemma results from a general shortage of men. Of course, fathers and brothers should provide an income for life for all unmarried girls and sisters. This is a very heavy burden for many families. Women at the time are very expensive. “Without money or the possibility of earning for herself, she was reduced to being dependent on her male relatives” Roben Bernat saying. Parents then agree that their daughters take up a paid occupation, at least for a while. This is an achievement that benefits succeeding generations of women as well as the beginning of the eighty-year period during which the social problem of women slowly but effectively gains access to the political world. However, the scope of work that women are allowed to perform is limited, as women receive little education. This is true of woman, who considers that no profession other than educating the children or who need to study of wealthier people is possible.

Women had the most important political, civil, economic and social rights of women in that period, such as the right to education, the rights of married women and their legal status, the right to equality and non-discrimination under family laws, the right to work and equal pay for equal work, the right to political participation, to vote and to stand in general elections, and the reforms and substantial progress made in all those areas as a result of the struggle of the women's movement and its supporters.

Woman at that time might not have developed the power to rebel her entire life, if she had not experienced that lesson during her childhood. Women's strong will to fight is symbolized by “Suffer and be still” (Vicinus 1972)

becomes a guiding principle of feminists who revolt and bring into conscience the doctrine of their society.

Conclusion

To sum up in this chapter has been concerned with the features and the characteristic of the Victorian age as well as the position of women and also we discussed the feminist theory and how did it appear. Finally, we show how women interested into literature and how they revolt against the traditional norms.

CHAPTER THREE

WOMEN EMPOWERMENT

Chapter Three: Women Empowerment

Introduction

Growing up and finding one's place is universal themes in human life and fiction. Regardless of the circumstances, every human being goes through the process of maturation. The issues of identity, recognition, and independence are crucial in this process as well as in human life in general. The novel is about the psychological development of Jane Eyre from childhood to adulthood. So in this chapter we will examine Jane's personal and psychological development in terms of identity, recognition, and independence by examining her improvement at different stages and places in the novel.

3.1. Identity and Recognition

3.1.1. *Identity*

The term identity is a multidimensional concept. It has been used in variety of human sciences more specifically in psychology, philosophy, social psychology and other psychological sciences. The English dictionary Oxford defines identity as "the quality or condition of being the same in substance, composition, nature, properties or in particular qualities under consideration; absolute or essential sameness; oneness".

3.1.1.1. *At Gateshead*

The novel starts with a little orphan girl who lived with her uncle's family at Gateshead where she faced many obstacles and abused physically and mentally by the cruel aunt and the abusive children. The reed family always reminds Jane that is dependent in the house and had no parental or sisterly relation for example "You have no business to take our books; you are a dependent, mama says; you have no money; your father left you none; you ought to beg, and not to live here with gentleman's children like us and eat the same meals we do and wear cloths at our mama expense" (Brontë 11).

Shuttleworth points that Jane involved in the Victorian “class and gender war”: she calls her cousin “rat” (Brontë 11). This means that Jane is from a lower class (154). In addition to the verbal and psychological attacks by Mrs. Reed and her children, the servants always reminds Jane of her position and dependency in the Reed family.

Jane ought to be aware, Miss, that you are under obligations to Mrs. Reed: she keeps you: if she were to turn you off, you would have to go to the poorhouse. “I had nothing to say to these words: they were not new to me: my very first recollections of existence included hints of the same kind. This reproach of dependence had become a vague sing-song in my ear: very painful and crushing, but only half intelligible. Miss Abbot joined in – “and you ought not to think yourself on an equality with Misses Reed and master Reed because Misses kindly allows you to be brought up with them they will have a great deal of money, and you will have none: it is your place to humble, and to try to make yourself agreeable to them (Brontë 15).

Jane feels herself in inferior position to her cousins and she cannot understand why the Reed family always denial her actions.

All John Reed’s violent tyrannies, all his sisters’ proud indifference, his entire mother’s aversion, all the servants’ partiality, turned up in my disturbed mind like a dark deposit in a turbid well. Why was I always suffering, always browbeaten, always accused, forever condemned? Why could I never please? Why was it useless to try to win any one’s favor? (18).

Also, Jane does not win the mother love or care by Mrs. Reed and when she revolt against John Mrs. Reed punishes her for her behavior by imprisoning her in the scary red room and when Jane shut up very loudly Mrs. Reed refuses to get her out “Silence! This violence is almost repulsive”: and so, no doubt, she felt it, I was a precocious actress in her eyes; she sin-

cerely looked on me as a compound of virulent passions, mean spirit, and dangerous duplicity (23).

Jane lives a difficult childhood with the feeling of insecurity, she feels safe with stranger peoples rather than her relatives and this was clear when Mr. Lloyd comes to visit her.

I felt an inexpressible relief, a soothing conviction of protection and security, when I knew that there was a stranger in the room, an individual not belonging to Gateshead, and not related to Mrs. Reed ... I felt so sheltered and befriended while he sat in the chair near my pillow; and as he closed the door after him, all the room darkened and my heart again sank: inexpressible sadness weighed it down (Brontë 24-25).

When the doctor plans for Jane the idea of going to school .Jane start to see education in a way to liberty and freedom “School would be a complete change: it implied a long journey, an entire separation from Gateshead, an entrance into a new life” (34). Finally Jane leaves the first home Gateshead to Lowood institution.

Jane’s struggle with her feeling of need and inadequacy is symbolized by her visit to Gateshead. Jane’s identity begins to develop through “her position of exclusion and sense of difference”, through her being an outsider in the Reed family, as a youngster living in a difficult environment (Shuttleworth 153).

After the miserable condition which Jane lives, she does not want to identify with the reed family “I am glad you are no relation of mine...” Jane’s identity in Gateshead is both relied and rejected by her relatives. She is an outsider who has been cut off from all ties of kinship, which allows her to forge her own rout in life (Eagleton 25-26).

3.1.1.2. *At Lowood School*

Jane starts her new life; she first has to overcome her sense of insecurity and begins her adolescent years; after years of education at Lowood School. Jane is able to make close

relations like Helen and Miss Temple. Also, she starts to form her own identity. Nestor points that Miss Temple offers Jane temperate rebellion and he claims that Jane learns lessons about self-respect and how to control her actions (58). Furthermore, the death of Helen gives Jane the power to comfort the sadness of losing friends. In addition to Nestor Björk also points that Helen's personality has great influence on Jane (94).

Moreover an important development in the personality of Jane is her changing attitude toward poverty, Jane at Gateshead thought that poverty is the worst thing ever but as she gets older her opinion changes towards the poor people "I would not now have exchanged Lowood with all its privations for Gateshead and its daily luxuries" (Brontë 113). Also, at Lowood institution Jane learns new experiences and gains knowledge:

I had the means of an excellent education placed within my reach; a fondness for some of my studies, and a desire to excel in all, together with a great delight in pleasing my teachers, especially such as I loved, urged me on: I availed myself fully of the advantages offered me. In time I rose to be the first girl of the first class; then I was invested with the office of teacher (127).

Jane starts to achieve a sense of competence, she creates her occupational identity as a teacher, at Lowood School Jane learns three necessary things: education, love, examples of different forms of behavior and identities, all these help Jane to move from negative dependency to self-definition.

In addition, Jane learns how to trust her own abilities and to work hard. Also, Jane starts to move to the next psychological stage to that of adolescence with its important emphasis on identity. At the stage of adolescence Jane is able to develop fundamental skills such as reading, writing.

Finally after spending 8 years at Lowood: Jane decides to leave and to look for a change in her life:

My world had for some years been in Lowood: my experience had been of its rules and systems; now I remembered that the real world was wide, and that varied field of hopes and fears, of sensations and excitements, awaited those who courage to go forth into its expanse, to seek real knowledge of life amidst its perils... school-rules, school duties, school-habits and notions, and voices, and faces, and phrases, and costumes, and preferences, and antipathies—such was what I knew of existence. And now I felt that it was not enough; I tired of the routine of eight years in one afternoon. I desired liberty; for liberty I gasped; for liberty I uttered a prayer it seemed scattered on the wind then faintly blowing. I abandoned it framed a humbler supplication; for change, stimulus: that petition, too, seemed swept off into vague space: 'Then,' I cried, half desperate, 'grant me at least a new servitude!' (Brontë 130).

3.1.1.3. *Thornfield Hall and Marsh End*

Thornfield Hall and Marsh End are two crucial locations for Jane as a young adult, these locations as well as the times that Jane spends there might be regarded pivotal in terms of Jane's identity. On her path to maturation Jane encounters a variety of people and circumstances as well as other social practices and setting so she develops her identity in response to the world change.

Jane takes the position of governess at Thornfield hall for a little girl named Adele and Jane becomes attracted to the master Mrs. Rochester; Jane aware that her status does not make her the ideal women for Mr. Rochester. Despite all this Jane demands for respect and identity.

Do you think I can stay to become nothing to you do you think an automaton? - A machine without feeling? And I can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless, you think wrong!- I have as much soul as you. And full as much heart! And if God gifted me with some

beauty and much wealth, I should have made it as hard for you to leave me, as it is now for me to leave you. I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh^o it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at Gods feet, equal, as we are! ... I am free human being with an independent will, which I now exert to leave you (Brontë 385-386).

In addition, Eagleton states that “it is Jane’s Havighurst” the following concepts illustrate Jane gains and exhibits confidence in her sexual identity and erotic play (18). “It little mattered whether my curiosity irritated; I knew the pleasure of vexing and soothing him by turns; it was one I chiefly delighted in, and a sure instinct always prevented me from going too far; beyond the verge of provocation I never ventured; on the extreme brink I liked well to try my skill.” (Brontë 239).

However, Jane refuses to stay with Mr. Rochester after the appearance of his wife and this is a strong assertion of her own identity, she shows her values and makes her own decisions thus leaving Mrs. Rochester is important for Jane’s identity search.

3.1.2. Recognition

Charlotte Brontë believes in self-recognition and individuality that were commenced at that time. She never failed to clash the character with the discovery of her true worth in her novels. Jane Eyre was one of her famous novels.

The journey of Jane Eyre starts at Gateshead where she lives with her cruel aunt. In the words of Berg Maggie wrote about Jane, lived there as a "Rebellious slave" or a "Hungry stricken", she is clearly the "scapegoat of the nursery" (20). Jane was able to read by the disguised portraits that she made for herself in books, ballads and dolls. Self-recognition in Jane Eyre began when she saw herself in the mirror which gave her a fresh awareness when John throws the book at Jane.

Charlotte symbolized the deprivation of herself and her rights literally and metaphorically. Throughout her childhood was treated badly and put in a red room, she finally got her lesson to get off this guilt and grow up her self-recognition. As Berg expressed Jane projects her emotions. The crisis of the red room was a major lesson to move from childhood innocence into recognition of her-own potential evil. At Gateshead the Lowood School, Jane undergoes a physical and spiritual transition.

The journey of the school was a new birth for her, where her life changed physically and she melds herself identification and she became more adventurous. This journey started when Helen burns told her that she depended on others and Mr. Brocklehurst kept pushing her until she died. So, that she becomes a stronger person; having the approval of the majority of the school. Jane receives a summons from her dying aunt and she learnt self-identification and the art of kindness and sympathy. After that, she got married Mr. Rochester and she no longer knew herself, she has to leave him and to recognize herself. So, she realized that she was a full person without him.

Charlotte declared in her novel that self-recognition, self-identity of Jane Eyre is a model of women to be stronger and for those who found integrity, no boundaries and no limitations. Jane's childhood, and growing up for Jane was indeed a matter of finding freedom from oppression, now that she is grown, she learns that it is not oppression which she is escaping, nor is it freedom she is in search of, she is trying to find a balance of the two in which she can happy. She has learnt to overcome oppression and so is now not in search of freedom from it, she is trying to find happiness within it.

3.1.3. Women Independence

Jane is eager to learn more and can do so in a welcoming environment at marsh end. Jane's desires to be self-sufficient and hardworking number of society can be evident in her desire to work and be independent of the rivers family's support and charity as soon as feasi-

ble. Despite her initial dismissal of the role village school teacher as “humble” and “plodding” (Brontë 541), she becomes teacher at local charity school, which gives her professional and self-confidence. Jane is not only meets new relatives Dina, Mary, John Rivers at Marsh end, but she receives a large quantity of money in the form of unexpected inheritance from her uncle.

...THIS is a solid, an affair of the actual world, nothing ideal about it: all its associations are solid and sober, and its manifestations are the same. One does not jump, and spring, and shout hurrah! At hearing one has got a fortune; one begins to consider responsibilities, and to ponder business; on a base of steady satisfaction rise certain grave cares, and we contain ourselves, and brood over our bliss with a solemn brow... this money came only to me: not to me and rejoicing family, but to my isolated self. It was grand boon doubtless; and independence would be glorious yes, I felt that thought swelled my heart (Brontë 582).

At Marsh End, the relationship between Jane and her relatives is different from her relations to the Reed family. At Gateshead Jane was dependent to her relatives however at Marsh End her relatives dependent on Jane (Eagleton 27). Jane is happy to share her wealth with her relatives “the independence, the affluence which was mine, might be theirs too... It would please and benefit me to have five thousand pounds; it would torment and oppress me to have twenty thousand...” (Brontë 587-589).

Marsh End, on the other hand is not merely a haven of luxury, calm, and sanctuary for Jane. Jane is forced to confront her obstinate cousin Saint John Rivers and his religious convictions forcing her to consider her own worldview, and values along the road, making her more-reliant and autonomous. “With St John Rivers, Jane goes into a new cycle of her battles for her self-definition”, writes Shuttleworth and being under St John probing and stern gaze reduces Jane to an object position she is a “thing” to be inspected closely by an authoritative

patriarchal person. Jane is described by St John as a model of hard working orderly and active women and he starts to teach Jane her Hindustani and other subjects. Jane soon finds herself in a suffocating (Brontë 176- 177).

Finally, the Ferndean part of the story also fulfills Havighurst's specified development requirement for early adulthood: Jane chooses her partner, learns to live with them, develops a family, raises children, and runs a household. Jane and Mr. Rochester marry and make their home at Ferndean manor. Mr. Rochester is blind and crippled, so he relies on Jane's assistance and advice. Jane and he became closer as result of his dependency "Mr. Rochester continued blind the first two years of our union; perhaps it was that circumstance that drew us so very near^o that knit us so very close; for I was then his vision, as I am still his right hand. Literally, I was (what he often called me) the apple of his eye" (688).

Jane to Mr. Rochester: "I love you better now, when I can really be useful to you, than I did in your state of proud independence, when you disdained every part but that of the giver and protector" (679-680).

The marriage of Jane and Mr. Rochester is based on equality and independence. at Thornfield Jane and Mr. Rochester are socially equal .According to Vanden Bossche the social ties between Jane and Mr. Rochester are altered by Jane's inheritance and economic liberty, as well as Mr. Rochester's loss of "physical and psychological advantages" by the end of the novel. In other words, Jane ascends and Mr. Rochester descends, making them more equal and resolving the novel's social issue; Rochester's blindness and disability at the end of the novel (91). According to Eagleton reverses the power relationship between him and Jane: now Mr. Rochester is in a more dependent position, whereas Jane, with her inheritance and self-determination is in a more autonomous position than she has ever been in her life. The social divide between the two has narrowed significantly, making them equal socially as well as spiritually (131).

3.1.4. From Women Persecution to Women Empowerment

Empowering women can be defined as promoting women's sense of self-worth, their ability to make their own choices, and their right to influence social change for themselves and others. It is closely aligned with the empowerment of women; the fundamental human right that is also key to achieving a more peaceful and prosperous world. The empowerment of women and the promotion of their rights have emerged as part of a major global movement and continue to open new horizons in recent years. Days such as International Women's Empowerment Day are gaining momentum.

In Victorian society, women's empowerment is often linked to the specific stages of the women's rights movement in history. This movement tends to split into three waves, the first beginning being in the nineteenth and early twentieth centuries in which polling was a major feature. This is what Jane Eyre's accounts of the 19th century in the Victorian era, in which the social status of women changed radically from the persecution to empowering to earn their rights and be heard.

Charlotte Brontë in her novel "Jane Eyre" tries to show the feminine persecution that happened throughout history, particularly the time period of the novel, and Brontë's life. The main character, Jane, is the main role, but other minor characters who suffer the same oppression include Miss Temple, Mary and Diana Rivers, and Adèle. During the novel, three central male figures threaten Jane's desire for equality and dignity: Mr. Brocklehurst, Edward Rochester, and St. John Rivers. All three are misogynistic on some level.

In "A Dialogue of Self and Soul," Sandra Gilbert and Susan Gubar discuss Jane's inability to escape a role of servitude. Gilbert and Gubar depict Jane's "eagerness for a new servitude that brings [her] to the painful experience that is at the center of her pilgrimage, the experience of Thornfield, where, biblically, she is to be crowned with thorns, she is to be cast out into a desolate field, and most important, she is to confront the demon of rage who has haunted her

since her afternoon in the red-room” (6). By mentioning Jane’s experience of the red-room, Gilbert and Gubar discuss Jane’s role as a governess as a type of jail similar to her encounter in the locker room.

When Jane refuses to marry St. John, St. John remains bewildered that she would refuse such an offer and begins to insult her. St. John spits, “Your words are such as ought not to be used: violent, unfeminine, and untrue. They betray an unfortunate state of mind: they merit severe reproof: they would seem inexcusable, but that it is the duty of man to forgive his fellow even until seventy-and-seven times” (Brontë 629) St. John and the other men in the novel believe Jane’s refusal of marriage is not a valid option. Women in Victorian society should not have a choice; the man should make the decision to get married. St. John thinks Jane owes him her hand-in-marriage, and her refusal invokes a violent response.

The novel considers the experience of women in patriarchal; the British heroine, Jane Eyre, fight to confirm her voice in a world controlled by the white man's ruling class. The heroine is subject of domination and humiliation by the method of patriarchal persecution epidemic in England during that time. Jane's strength domination parallels, in this struggle to realize self-identity. Brontë's Jane Eyre focuses on gender and class inequality within the domains of England; by rebuilding Brontë's colonial text from a postcolonial perspective. The author offers different ideologies and therefore different impersonations of social reality that reflect the author's consciousness and world view.

In the novel in Gateshead, the servants also are masters over Jane Eyre, who is assumed to be treated equally with John, Eliza, and Georgiana Reed according to the desires of her uncle, Mr. Reed. The servants' words clearly realize Jane's oppressed position in the house:

You ought to be aware, Miss, that you are under obligations to Mrs. Reed: she keeps you: if she were to turn you off, you would have to go to the poorhouse. I had noth-

ing to say to these words: they were not new to me: my very first recollections of existence included hints of the same kind. This reproach of my dependence had become a vague sing-song in my ear: very painful and crushing, but only half intelligible. Miss Abbot joined in. And you ought not to think yourself on equality with the Misses Reed and Master Reed, because Missis kindly allows you to be brought up with them. They will have a great deal of money, and you will have none: it is your place to be humble, and to try to make yourself agreeable to them (8).

Finally, Charlotte Brontë desired to insure that the reception of her work would not be tainted by conceptions of her own gender, within the novel Jane gather comparable procedures to exclude herself from the oppressive patriarchal structures of nineteenth century England. In this novel, Jane requires respect, and her dialogue with Mr. Rochester demonstrates her confidence that she and he should be investigated equals.

3.1.4.1. *Rhetoric Empowerment*

The writer can make sense of the world by using language. Language is the only means of expression in literary works in which the form of the language defines the content. the way the content is presented with a focus on style and techniques is referred to as a form, thus the structural form of a text indicates its genre allowing interprets to obtain insights into a text based on what they know about its formal Qualities, it reveals the writer's method as a male or female, as in the instance of Charlotte Brontë's Jane Eyre which we will analyze because she is a female writer with view point on women. Charlotte creates her own form and style by using various techniques in order to makes certain ideas and passages become more expressive.

The author uses a descriptive diction through her novel Jane Eyre add context to Jane's thoughts and feelings as a young child also Brontë uses more adjectives to deliver her message in fascinated way, she focuses on places an reading into people's face and thoughts.

“Reader, do you know, as I do, what terror those cold people can put into the ice of their questions? How much of the fall off the avalanche is in their anger? of the breaking up of the frozen sea in their displeasure” (Brontë 629).

Also, she describes a woman who is physically and mentally abused in her life “for example “I cry because I am miserable” (30).

Moreover, Charlotte uses complex sentences in order to make the sentence more powerful to the reader. In addition to that Charlotte Brontë’s sentences are long often with colons, semi colons.

To women who please me only by their faces, I am the very devil when I find out they have neither souls nor hearts when they open to me a perspective of flatness, triviality, and perhaps imbecility, coarseness, and ill- temper: but to the clear eye and eloquent tongue, to the soul made of fire, and the character that bends but does not break at once supple and stable, tractable and consistent I am ever tender and true (397).

Furthermore, the writer uses imaginary in the text to make the seen in one’s mind for example the image of window seat. Through the window seat we can see the loneliness that encompasses Jane at Gateshead. As a women suffered from oppression looking for freedom.

Finally, in Charlotte Brontë’s Jane Eyre, symbolism often brings more depth in the novel for example:

The Red room is an important location in the novel, serving as a tangible representation of Jane’s feelings of confinement, she sees her position in society as undesired relative of affluent family as a constraint, and the fact that they practically lock her away demonstrates their reluctance to accept her as well as the fact that she is unable to occupy a pleasant space within their home, it also establishes the notion that the home is a dangerous and violent envi-

ronment, which is later reinforced in Thornfield hall, Jane is thirteen when she enters the red room, therefore it's been seen as a sign of menstruation and her journey to womanhood.

Fire is a recurring symbol that takes numerous meaning. It is a symbol of passion, destruction, and consolation. Jane is a character with many passions that she is unable to manage, and the fire represents this facet of her personality. Bertha utilizes this element to nearly murder Rochester as well as damage his house, demonstrating its destructive nature. Aside from these two connotations, fire also connotes home comfort and more often than not, a lack of comfort. While at Lowood, Jane constantly remarks on the lack of or inaccessibility of a fire. As result, what she appears to yearn for when she mentions the lack of fire is the comfort that comes with it.

Conclusion

Overall, Jane Eyre received such a variety of strong reactions because of its narrative power, unique strong feminist heroine, and deviation from societal conventions. That's why, this chapter focuses on the three main themes in this novel which are identity, recognition and independence and how the protagonist «Jane» develops her personality from the gross injustice to be empowerment and having strength.

General Conclusion

The aim of this dissertation is to shed light on the Victorian time and women conditions in the 19th Century Victorian England in Brontë's *Jane Eyre*. Also, how the author treated women question and presented Jane's individuality. The first sentence is incomplete and the second disagreement.

Also, it studies and analyses Jane's personality and the concepts of identity, independence and recognition. In this thesis we examine Jane's identity, independence and recognition in the context of her personal psychological growth and development, as well as the Victorian culture and women's position within it. We attempt to demonstrate how internal psychological elements as well as external social and cultural aspects influence Jane's identity, independence and recognition.

From the outcome of our investigation, it is possible to conclude that Jane holds radical feminist views in patriarchal society. She fights for equality and independence in the face of injustice and oppression. She is a figure who defies all the societal restraints that women face at the time.

The first chapter deals with a general background of the author and we submit an analytical study of *Jane Eyre* in terms of plot, characters and themes.

We focus on how *Jane Eyre* struggles for recognition, identity and independence. But we find it more interesting for future students to shed light on love versus autonomy to learn how to gain love without self-sacrifice and self-harm at that era, and the religion to serve as a source of abuse and the last remaining comfort.

We concern in the second chapter with general overview of the Victorian period historical, social that influenced the Brontë to achieve her work. Also, we discuss the presenta-

tion of women, her position and condition in Victorian literature, and her relation to literature. The condition did not let her to realize her freedom and independence. It was a source of motivation to achieve her identity in a world known by its inequality among the social classes and oppression of women. Then we explain the feminism theory and its role that help women to revolt against the traditional norms.

We explain Jane's development and the issues of identity, independence, and recognition at different places in the novel, and how the protagonist develops her identity from the gross injustice and inequality to be empowerment and having strength.

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