Protest against Social Injustice in Charlotte Bronte’s

Jane Eyre

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ABSTRACT

This research aims to expose social injustice portrayed in Charlotte Bronte’s Jane Eyre and to prove the author’s protest against social injustice through the main character of this novel. This research is classified as a descriptive qualitative method. The primary data source of this research is the novel Jane Eyre by Charlotte Bronte (1848). This novel consists of 459 pages. The collecting data process is note-taking technique. So, this research is also categorized as library research. Based on the investigation on social injustice in Jane Eyre, the researcher draws conclusions such follows. There are eight social injustices portrayed in Jane Eyre i.e. neglected orphan, child abuse, rigid social class relation, erroneous impression of governess, harsh school regulation, health, disease and death, fallen women, and disputed bequest. The result, the researcher found Charlotte Bronte’s disapproval against the social injustice seen through the main character (Jane Eyre)’s views expressed in narration and dialogues with supporting characters. The disapproval promoted by the author in her struggle is to protest the social injustice and to change the dreadful conditions at that time to the better and valuable ones. It also influences the other character to care about such social injustice in the imaginary condition and revolutionize it. By applying the theory of sociology of literature, the researcher deems Jane Eyre is a historical document since it illustrates the evidences which happened in English society in the first half of the nineteenth century.

Key Words: social injustice, sociology of literature
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ABSTRACT


Key Words: ketidakadilan sosial, sosiologi sastra
A. Introduction

*Jane Eyre* depicts a life of sorrowful orphan from childhood to womanhood. She underwent injustice such as neglected and abuse done by both her relative, Mrs. Reed and family, and institution where she studied. Reaching adult life, Jane Eyre, the protagonist, still obtained ill-treatment. Bronte’s *Jane Eyre* concerned with social problems happened in society. It means that it described a man’s social world. What Bronte (1848) wrote about the society was identical with Swingwood’s view about literature.

Swingewood (1972). stated, “Literature too is pre-eminently concerned with man’s social world, his adaptation to it, and his desire to change it” (1972, p. 12). Charlotte Bronte’s *Jane Eyre* portrays man’s social world with the fluctuation of social problems, that is, though it is considered as a classic novel and heavy one, it drew many readers to read and touched researchers to investigate it deeply.


Those previous researchers analyzed main character, theme, intrinsic element, extrinsic element, and study of comparison. None of the studies investigated on social injustice or analyzed the novel by applying sociology of literature theory. So the researcher encourages to scrutinize *Jane Eyre* entitled “Protest against Social Injustice in Charlotte Bronte’s Jane Eyre” which analyzes the social injustice in *Jane Eyre* and interlinks with social injustice in Victorian era then analyzes the data found through the perspective of sociology of literature include the theory relate to social problems.

This research is essential since social problems and social injustice has been prevalent, especially in Indonesia. Journals often write child neglect, child abuse, poverty, juvenile delinquency, child trafficking, etc. This novel depicts social injustice in society and teaches how man should to be to face the problems. It
inspires the readers to be strong, realistic, and raise norms that God and human coincide. The research objectives are describing the social injustice in Jane Eyre and explaining the Charlotte Bronte’s protest against the social injustice through the dialogues between the main character and supporting characters and writer’s narration.
A. Underlying Theory

1. Theory of Sociology of Literature

The words sociology and literature have different meaning but they share a similar conspectus. To Swingewood, A., “Sociology is essentially the scientific, objective study of man in society, the study of social institutions and of social processes; it seeks to answer the question of how society is possible, how it works, why it persists” (1972, p. 11). Sociology also study social life, social change, the social causes and consequences of human behavior” (American Sociological Association, 2006). So sociology is the scientific study of society and human behavior.

To Barkan (1997, p. 4), society intensely shapes their behavior and attitudes. Man in a certain social structure has patterns of social interaction and social relationship. Social structure has great influences on our behavior, our attitudes, and our life chances.

Swingewood states that sociology is also concerned the process of society changes gradually or cataclysmically as in revolution, from one type of society to another, for example from feudalism to capitalism, and the effects change the social structure. Social processes refer to small scale internal changes, the means, whereby social and political authority are legitimized, come to be accepted as right by the majority of the population. In addition, the ways, in which conflict between classes, groups, or individuals is either successfully or unsuccessfully regulated by social institutions, allowing some form of consensus to be achieved (p. 12).

In line with sociology, literature too is pre-eminently concerned with man’s social world, his adaptation to it, and his desire to change it (Swingwood, 1972, p. 12). Harry Lavin in the book of Sociology of Literature and Drama: Selected Readings edited by Elizabeth and Tom Burns (1972, p. 56) states that literature is the expression of society, as speech is the expression of man. In their Theory of Literature (1963, p. 89), Wellek and Warren describe the relationship between literature and society as follow:

“Literature is a social institution, using its medium language, a social creation. Such traditional literature devices as symbolism and meter are
social in their very nature. They are conventions and norms which could have arisen only in society. But, furthermore, literature “imitates” “life”; and “life” is, in large measure, a social reality, eventhough the natural world and the inner or subjective world of the individual have also been objects of literary “imitation”. The poet himself is a member of society, possessed of a specific social status: he receives some degree of social recognition and reward; he addresses an audience, however hypothetical.”

The sociology of literature is a growing body of critical theory that studies literary works in the context of social institutions and gatekeepers who determine the literary works. It presupposes the close relationship between a literary work and the social structure in which it is created. It examines the relationship between the artist and society, the sociology of the writer and the conditions of creation and production of literary works. The sociology of literature, thus, helps to understand the socio-economic situations, the political issues, the personality and creativity of writers, the relationship between certain thoughts and cultural configurations in which they occur. The Concise Oxford Dictionary of Literary Terms (1990) defines the term of sociology of literature as,

“Sociology of literature is a branch of literary study that examines the relationship between literary works and their social context, including patterns of literary, kinds of audiences, modes of publication and dramatic presentation and social class position of author and readers.

Swingwood (1972) finds three perspectives of sociology of literature. He claims 1) literature as a mirror to the age, 2) the work of literature itself to the production side, and especially to the social situation of the writer, and 3) the ways in which a work of literature is actually received by a particular society at a specific historical moment.

a. Literature as a mirror to the age

Swingewood (1972:12-14) states that literature is socio cultural document that constitutes as a mirror to the age. It distinguishes the literature where the literature is produced by writer. He adds that the literature also reflects various facets of social structure, family relationship, class conflict, and possibly divorce trends and population composition. To know the relationship between literature
and ‘real’ society, the researcher has to bond up the imaginary character’s experience and the situation where the work written. As he says;

“it is the task of sociologist of literature to relate the experience of the writer’s imaginary character and situations to the historical climate from which they derive. He has to transform the private equation of theme and stylistic means into social equations” (p.14)

However he insists that the transforming of the private world of literature to specific social meanings, the extrinsic approach to literature, is perilous if the researcher does not have sufficient skill to unravel the historical details of particular period. Since the literary document has to be analyzed in the term to the world, the only way to find out is one has to possess knowledge of the structure of a society from other sources, and how far, certain social types and their behavior are reproduced in a novel.

Though literary work is a free creation which could distort from the historical and social truth has been assumed, Swingewood believes that high-quality writers, ignoring the writer himself, his awareness, and intention, tend to create a literary work which reflects social issue or criticize what happens at the time,

“Great writer do not set out simply to depict the social world in largely descriptive terms; it might be suggested that the writer by the definition has a more critical task, of setting his characters in motion within artificially contrived situations to seek their own private ‘destiny’, to discover values and meaning in the social world” (p.15)

He says that society is approximated as an ensemble of social institution that makes up social structure which contains both norms, the standard of behavior which individuals come to accept and as right ways of acting and judging, as well as values which are consciously formulated and which people strive to realize socially. Literature clearly reflects norms, attitudes to sex by the working class and middle class. It also reflects values in the sense of the writer own intention, and it might be suggested that it is on the level of values where literature is seen to reinforce and illuminate purely sociological material. (p.15)

b. A work of Literature and the production

Swingewood (1972: 17-19) puts this approach emphasizing on the work of Literature itself to the production side, and especially to the social situation of the writer. The past study stated that patronage and production pay same cost with
the rise of the cheap publishing and a mass market gives way to the autocracy of the publisher and bookseller. The growth of a specifically middle-class audience in the late eighteenth century had changed the writer’s position as dependence art worker to a profession. This gradual democratization of culture is especially significant for the rise of the novel, a pre-eminently middle class literary genre, and the emergence of modern sensibility or modern psychology. The cultural triumph of the middle-classes can be seen as foreshadowing mass culture and the virtual commercialization of literature. The writer’s position in a mass society is extremely important as a contrast to his earlier social situation, and clearly likely to affect his creative potential in many ways. The links between this historical background and the development of literature constitute a key area in any literary sociology. It involves a major problem, namely the text and its background. Literary production and consumption affect the form and the content of particular literary works.

In the late eighteenth century and the beginning nineteenth century, the writer had own creativity, completed his alienation from society and strengthen his identification in groups of intellectual. In pre-industrial society, it is argued, a relative harmony existed between the author and his audience. Patronage and the limited audience of pre-industrial and early commercial society clearly conditioned the writer’s response. There existed between the author and his audience a congruence of value, of mutual understanding.

“But with the rise of a specifically middle-class reading public, lending libraries, and cheap publishing, writers were forced more and more to depend on the system of royalties for their living: literature, as already observed, turned into a trade.”

“A persistent theme of this particular sociological approach is the emphasis on the increasing alienation of the writer from his society and the consequent impact on literary style and content” (1972:18-19)

c. A work of literature and the society

Swingewood (1972, p. 21-22) begins the third perspective with the importance of high level skills, attempts to trays the ways in which a work of literature is received by a particular society at a specific historical moment. He exemplifies the roles of literary works that represent social issues at the age and
criticize the imbalance in society. Literary could also unify the distinction in society. He asserts that the writer with his intelligence has deep implication to human and social condition,

“It is interesting to note that in this point most sociologists of literature and literary critics are agreed: one studies great writer and their text precisely because their greatness implies deep insight into the human and the social condition” (1972, p. 22)

Rene Wellek and Warren have their own perspective which is similar to Swingewood. They suggest three perspectives of sociology of literature; first, there is the sociology of the writer and the profession and institutions of literature, the whole question of the economic basis of literary production, the social provenience and status of the writer, his social ideology, which may find expression in extra literary pronouncements and activities. Secondly, there is the problem of the social content, the implications and social purpose of the works of literature themselves. Lastly, there are the problems of the audience and the actual social influence of literature.

The question how far literature is actually determined by or dependent on its social setting, on social change and development, is one, which in one way or another, will enter in to all the three divisions of our problem: the sociology of the writer, the social content of the works themselves, and the influence of literature on society. We shall have to decide what is meant by dependence or causation; and ultimately we shall arrive at the problem of cultural integration and specifically at how our own culture is integrated. Since every writer is a member of society, he can be studied as a social being. Though his biography is the main source, such a study can easily widen into one of the whole milieu from which he came and in which he lived. It will be possible to accumulate information about the social provenience, the family background, and the economic position of writers.

2. The concept of Social problems

According to Barkan (2012) social problem is any condition or behavior that has negative consequences for large numbers of people and that is generally recognized as a condition or behavior that needs to be addressed. This definition has both an objective and subjective component.
The objective component is for any condition or behavior to be considered a social problem; it must have negative consequences for large numbers of people. The subjective component is there must be a perception that a condition or behavior needs to be addressed for it to be considered a social problem.

Barkan (2012) presents fifteen kinds of social problems faced by society i.e. poverty, racial and ethnic inequality, gender inequality, sexual orientation and inequality, aging and ageism, alcohol and drugs, crime and criminal justice, sexual behavior, the changing family, school and education, work and economy, health and health care, urban and rural problems, and population and environment problems.

Similar to Barkan, Mooney, L., et al. (2014, p. 2), distributed social problems into two important elements: an objective social condition and a subjective interpretation of that social condition. The objective element of social condition problems refers to the existence of a social condition which happens in human’s life experience such as homeless, gunfire in the street, battered women in hospital, unemployment, and violent youths. The subjective element of a social problem refers to the belief that a particular social condition is harmful to society or to a segment of society and that it should and can be changed. Crime, drug addiction, poverty, racism, violence, and pollution can be considered as social problem only if a segment of society believes that these conditions diminish the quality of human life. Based on these objective and a subjective elements, Mooney, et al. defined social problems as “a social condition that a segment of society views as harmful to members of society and in need of remedy” (p. 3).

Mooney, L., et al. classified social problem in three classifications i.e. 1) problems of wellbeing: physical and mental health care, alcohol and other drug, crime and social control, family problems, 2) problems of inequality: economic inequality, wealth, and poverty, work and unemployment, problems in education, race, ethnicity, and immigration; gender inequality, sexual orientation and the struggle for equality, and 3) problems of globalization: population growth and aging, environmental problems, science and technology, conflict, war, and terrorism (p. vi)
3. The Concept of Social Injustice

To Wong, Charlene (2012), “social injustice is unfairness experienced by people who are perceived to fit into one or more marginalized groups (for example, an adopted, left-handed, aboriginal, female child)”. The forms of unjust experiences can be ignorance of nurture, illiteracy, a violent or harmful act actively perpetrated through various forces, and particular interests. She adds that groups of people are deemed inferior and are expected to stay silent about what they really feel and think while the dominant groups stroke their ego.

Wong (2012) explains, on basic personal level, injustice is one’s daily misunderstanding. It happens when two belief systems clash, when two people are not listening to each other yet still expect to be heard and both think they are in the right. Injustice is when parents think that they know better than the child who has less life experience, when the children think they have a right to be included in decisions made about them, when siblings do not get along, when in-laws despise each other. It is also when there are miscommunications between friends, when fighting and verbal abuse breaks out between peers, when bullying happens at school (and at home, in the community, in the workplace, in politics), and when someone who has more power and authority silences the other.

According to Wong, the unjust may be caused by someone who is in a position of authority, older, taller, stronger, fiercer, meaner, and more aggressive. It can also happen whenever the persons involved do not know how to explain and negotiate respectfully, lack support, are not rehearsed in or immersed in a culture of mutual respect of deference, and have never experienced anything other than hierarchical respect by force and dominance. On the other hand, they simply feel entitled to belittle others and think they are special.

B. Research Method

This research is classified as a descriptive qualitative method. Creswell (2007, p. 39-40) explained that a qualitative research can be appropriate to conduct a research which probes a problem or issue. Because exploring problem or issue will involve a study of a group or population, identify variables that can be measured, or hear silenced voices.
The primary data source of this research is the novel *Jane Eyre* by Charlotte Bronte (1848). This novel consists of 456 pages and other sources which support this research. The collecting data process is note-taking technique. First, the researcher reads between lines and comprehends the meaning of the novel deeply. Then write the related data on note cards. At last the researcher analyzes the collection of the data. So, this research is also categorized as library research.

C. Findings and Discussion

a. The Social injustice in *Jane Eyre*

The researcher found such social injustices in Charlotte Bronte’s *Jane Eyre* on the forms of 1) neglected orphan, 2) child abuse, 3) rigid social class relation, 4) governess erroneous impression, 5) harsh school regulation, 6) fallen women, 7) health, disease, death, and 8) disputed bequest. Here are the eight explanations of the social injustice in detail.

Bronte’s striving against such social injustice portrayed in the novel implicitly. To mark the essential facts found the researcher typed some words or phrases of quotes in bold and italicized words or phrases of the terms discussed.

1) Neglected Orphan

The researcher found Charlotte Bronte’s novel *Jane Eyre* portrayed the miserable life of orphan. She exposed three orphans with different reason and condition. Some got good treatment on the contrary others got worse. Their parents or the caretaker neglected them. They are Jane Eyre, Helen, and Adela.

“For one thing, I have no father or mother, brothers or sisters”. (p. 22)

“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 gentlemen's children like us, and eat the same meals we do, and wear clothes at our mama's expense. (p. 8)

"My mother is dead." Said Helen (p. 76)

"I lived long ago with mama; but she is gone to the Holy Virgin”. Adela told her story (p.153)

The negligence of the orphan can be seen in dialogue and the author narrative.

All John Reed's violent tyrannies, all his sisters' proud indifference, all his mother's aversion, all the servants' partiality, turned up in my disturbed mind like a dark deposit in a turbid well (p. 12)
The miserable life of orphan is also expressed in a song that Bessie sang when Jane Eyre kept mourning, ate none, and did nothing after having harsh cruelty from Mrs. Reed, her children, and the servants.

"O aunt! have pity! Forgive me! I cannot endure it--let me be punished some other way! I shall be killed if--"

"Silence! This violence is all most repulsive:" and so, no doubt, she felt it. I was a precocious actress in her eyes. Mrs. Reed, impatient of my now frantic anguish and wild sobs, abruptly thrust me back and locked me in, without farther parley. (p. 16)

Why was I always suffering, always browbeaten, always accused, for ever condemned? Why could I never please? Why was it useless to try to win any one's favour? Eliza, who was headstrong and selfish, was respected. Georgiana, who had a spoiled temper, a very acrid spite, a captious and insolent carriage, was universally indulged. (p. 13)

2) Child Abuse

a) Emotional or Psychological Abuse

The researcher refers to United Nations Children’s Fund Parent-Child Conflict Tactics Scale. The scale includes items: a) shouted, yelled, or screamed at, b) threatened to spank or hit but did not actually do it, c) swore or cursed at, d) called him/her dumb or lazy or some other name like that, and e) said you would send him/her away or kicked him/her out of the house (2012, p. 62).

The statements prove his verbal violence are:

"Boh! Madam Mope!" cried the voice of John Reed (p.7)  
"Where the dickens is she!" he continued. "Lizzy! Georgy! Joan is not here: tell mama she is run out into the rain--bad animal!" (p.7)  
"... you rat!" (p. 8)  
"Hold her arms, Miss Abbot: she's like a mad cat." (p. 9)

b) Physical Abuse

Based on The Federal Child Abuse Prevention and Treatment Act (CAPTA) in Child Welfare Information Gateway (2013, p. 3), physical abuse defines as,

nonaccidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting,
shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child. Such injury is considered abuse regardless of whether the caregiver intended to hurt the child.

The researcher notes some physical abuse in Bronte’s *Jane Eyre*. She writes the verbal violence done by John Reed to Jane Eyre is followed by physical brutality. John experienced the violence to Jane frequently and became like a habit. He was not kind to his mother and sisters, and hated Jane very much. He tortured Jane so often that makes her having traumatic feelings anytime he drew near her. The fact can be observed on page 8.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually: every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near.

3) **Rigid Social Class Relation**

Social class is divided into three divisions; upper, middle, and lower. (Bottomore, T.B., 1966). The upper is usually identical to the rich while the lower is identical to the poor. It also can be differentiated as the employer and the servant or the worker (Steinbach, 2012, p. 118).

The researcher found Bronte writes a rigid relation between the class division. The different status between upper, middle, and lower class in Charlotte Bronte novel’s *Jane Eyre* raise an unjust treatment. She notes facts of upper-middle-lower class and the rigid relation in *Jane Eyre*.

a) **The relation between upper-lower**

Bronte lifts an issue that *marriage must be in an equal class*. It is told in the story that Jane’s father was poor while her mother was from the rich family. Jane’s grandfather did not agree they married because of their different status. When they kept married, her grandfather did not bequeath any prosperity to her mother. And he did not admit her mother as his daughter. Here is the fact.

… that my father had been a poor clergyman; that my mother had married him against the wishes of her friends, who considered the match
beneath her; that my grandfather Reed was so irritated at her disobedience, he cut her off without a shilling. (p. 24)

From the data, the writer of the novel describes that Jane Eyre’s parents were poor. The different condition between her parents and her grandfather created discord relation. Even her father was willing to cut off the relation between father-daughter.

steem and must be kept away.

b) The Relation between middle-upper

Jane Eyre tells that choosing a spouse depends on the same status. The researcher found that Bronte shows the different social class makes different way in choosing spouse. Bronte illustrated Jane as middle class woman who met a rich landlord, Mr. Rochester. When she felt in love with him and felt that Mr. Rochester had the same feeling, Jane buried her feeling and chose to draw herself because of their different class status. The statement below shows the fact.

Cover your face and be ashamed! He said something in praise of your eyes, did he? Blind puppy! Open their bleared lids and look on your own accursed senselessness! It does good to no woman to be flattered by her superior, who cannot possibly intend to marry her; and it is madness in all women to let a secret love kindle within them (Bronte, 1948, p. 241)

c) The Relation among uppers

The novel tells that human likes to build a relationship because of the wealth. As an upper-class man, Rochester had many friends and was surrounded by beautiful ladies though he was not handsome. Here, Bronte wrote that the ladies wanted him because the wealth. They were willing to commune or be married because Mr. Rochester was rich rather than social interest.

"and Mr. Rochester is so talented and so lively in society, that I believe he is a general favourite: the ladies are very fond of him; though you would not think his appearance calculated to recommend him particularly in their eyes: but I suppose his acquirements and abilities, perhaps his wealth and good blood, make amends for any little fault of look."
4) Governess Erroneous Impression

Bronte novel’s *Jane Eyre* lifted governess as one topic of view. She wrote governess and her life in debatable. Some characters in the novel *ridiculed this kind of job* while the protagonist Jane Eyre *revealed governess as a good figure*.

You should hear mama on the chapter of governesses: Mary and I have had, I should think, a dozen at least in our day; half of them detestable and the rest ridiculous, and all incubi--were they not, mama?" (p. 265)

"Oh, don’t refer him to me, mama! I have just one word to say of the whole tribe; they are a nuisance. Not that I ever suffered much from them; I took care to turn the tables. … Miss Wilson was a poor sickly thing, lachrymose and low-spirited, not worth the trouble of vanquishing, in short; and Mrs. Grey was coarse and insensible; no blow took effect on her (p. 265)

5) Harsh School Regulation

According to Dr. Kate (2013), School is a place where you get an education and learn lots of information about life, society and the world. You also get to *learn new skills and have fun*.

a. Regulation on limited use of water.
b. Lowood regulated the limited use of food.
c. Lowood regulated the limited use of light.
d. Lowood regulated the limited use of clothe and having moderate performance.
e. Lowood taught hard task.

6) Fallen Women

*Jane Eyre* portrayed social issue of a fallen woman. The researcher found a woman who underwent a life in wrong way. She was Celine Varens, Adela’s mother. She worked as an opera singer. Bronte illustrated Varens was Mr. Rochester’s paramour. He loved her so much that he spoiled her and gave her any wealth. He rented a room for her in a hotel.

And, Miss Eyre, so much was I flattered by this preference of the Gallic sylph for her British gnome, that I installed her in an hotel; gave her a complete establishment of servants, a carriage, cashmeres, diamonds, dentelles, &c (p. 212)
7) Health, disease, and death

*Jane Eyre*'s topic about health and disease included typhus, tuberculosis, stroke, and insanity which were suffered by the characters and led the characters into death.

a. Typhus

The researcher found that it is a satire to the rich especially in this case Jane’s grandfather who quitted giving any wealth to Jane’s mother because her father was poor as the researcher told in neglected orphan sub theme. Jane’s parents died finally.

after my mother and father had been married a year, the latter caught the typhus fever while visiting among the poor of a large manufacturing town where his curacy was situated, and where that disease was then prevalent: that my mother took the infection from him, and both died within a month of each other (p. 37)

b. Tuberculosis

Bronte illustrated the third character, Helen Burns, who suffered from tuberculosis. She acted as a student who often did mistakes and got punishments for a little fault. She had suffered from cough for several times but no medical care for her. She could not live with other patients who got fever because she suffered from tuberculosis. At last she died because of the disease (Bronte, 1848, p. 87).

c. Stroke

Stroke was a disease that belonged to the list of social injustices that Bronte exposed since it happened to many people at that time. In *Jane Eyre*, it happened to Mrs. Reed. She suffered stroke because she could not bear of the bankrupt condition, was afraid of becoming poor, and the sudden death of her son (1848, p. 224).

d. Suicide

Bronte described the bad life that John underwent drew him to desperation and treated himself and his family unjustly. He committed suicide by which her mother was shocked and got stroke.
"John Reed is dead, too, sir: he ruined himself and half-ruined his family, and is supposed to have committed suicide. The news so shocked his mother that it brought on an apoplectic attack." (p. 332)

8) Dispute Bequeath

The last social issue that Bronte exposed is the division of inheritance. Here, she described the rich and the poor who quarrel because of inheritance. The first illustration is from Jane Eyre’s mother and her grandfather who clashed when Jane’s mother married a man from poor class. Her grandfather was so angry that he did not bequeath any wealth to her mother.

On that same occasion I learned, for the first time, from Miss Abbot's communications to Bessie, that my father had been a poor clergyman; that my mother had married him against the wishes of her friends, who considered the match beneath her; that my grandfather Reed was so irritated at her disobedience, he cut her off without a shilling (p. 37)

D. Conclusion

Charlotte Bronte’s Jane Eyre lifted social injustice i.e. neglected orphan, child abuse, rigid social class relation, erroneous impression of governess, harsh school regulation, health disease and death, fallen women, and dispute for inheritance. Which also happened in Victorian Era. Similar to Alan Swingewood’s theory of sociology of literature, what Bronte wrote is a kind of mirror to the age. Social injustice in Jane Eyre portrayed social injustice in Victorian Era. The researcher found Jane Eyre not only lifted social injustices of the age but also protested against them by providing the different thought in the story or how the solution should be. She proposed what people should do to create a human life more valuable and praise human right. As with sociologist’s view that there are many problems in society that develop to ruin morality and human right so that people are awoken to change the condition to a better condition.

It is found that the main character’s attitudes (Jane Eyre) against the social injustice by providing the author’s view. It is also found that the supporting character’s views vary to social injustice.
At last, the researcher suggests to teachers to find out some texts from this novel to become reading materials for students because they can take advantages from the portrait of real life. Furthermore, it is expected that the teacher also can take some moral, educational, and social values that are very well described in this novel in order to become a role model for students to build their characters.
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