

**THE RELATION BETWEEN BEING ORPHANS AND ITS
EFFECT ON SOCIAL STATUS IN THE VICTORIAN ERA AS
REFLECTED IN A *LITTLE PRINCESS* NOVEL**

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana

Sastra Degree in English Literature



ELLYA YULIAWATI

30801900015

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE

SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG

2023

PAGE OF APPROVAL

A Final Project Entitled

**THE RELATION BETWEEN BEING ORPHANS AND ITS EFFECT ON
SOCIAL STATUS IN THE VICTORIAN ERA AS REFLECTED IN *A
LITTLE PRINCESS* NOVEL**

A FINAL PROJECT

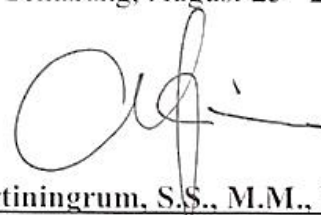
Prepared and Presented by:

ELLYA YULIAWATI

30801900015

has been validated by the advisor and is to be examined by
the Board of Examiners.

Semarang, August 25th 2023



Afina Murtiningrum, S.S., M.M., MA

Advisor

PAGE OF VALIDATION

A Final Project Entitled

THE RELATION BETWEEN BEING ORPHANS AND ITS EFFECT ON
SOCIAL STATUS IN THE VICTORIAN ERA AS REFLECTED IN *A
LITTLE PRINCESS* NOVEL

Prepared and Presented by:

ELLYA YULIAWATI

30801900015

Defended before the Board of Examiners

On August 31st 2023 and Declared Acceptable

Chairman : Afina Murtiningrum, S.S, M.M, M.A

Secretary : Destary Praptawati, S.S., M.Hum

Member : Riana Permatasari, M.A., M.Pd



Semarang, September 4th 2023

College of Languages and
Communication Science of UNISSULA

Dean

Trimanah, S.Sos., M.Si

STATEMENT OF WORK'S ORIGINALITY

I thus declare that, with the exception of cases properly acknowledged through cites and references, and in accordance with academic scholarly standards, the undergraduate thesis I have written contains no content or components drawn from others' works. I completely consent to academic consequences, such as having my paper and the degree I earned for finishing it retracted, should this assertion be later found to be false.

Semarang, August 25th 2023

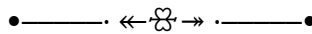


Ellya Yuliawati

MOTTO AND DEDICATION

“Do something today that your future self will thank you for”

Sean Patrick Flanery



This final project is dedicated to my family for encouraging me to choose my own life path, especially my parents who supported me in every way, and my advisor who patiently guided me despite the reality that every mistake I made along the way would have made me who I am today, my best friend for always being by my side in my highs and lows every single time I needed them the most, my fellow students, and myself for working hard to reach my goals in finishing my study.



ABSTRACT

Yuliawati, Ellya. 30801900015. “The Relation Between Being Orphans and Its Effect on Social Status in The Victorian Era as Reflected in *A Little Princess* Novel.” English Literature Study Program. Faculty of Language and Communication Science. Sultan Agung University. Advisor: Afina Murtiningrum, S.S., M.M., MA

This study is motivated by the existence of the phenomenon of conditions experienced by Victorian era children, especially those who being orphans. Furthermore, this study is examined more broadly regarding the relationship between social class stratification and being orphans that causes the effect of social inequality in the Victorian era. This study used a novel entitled *A Little Princess* by Frances Hodgson Burnett. Meanwhile, Sara Crewe, the main character in the novel, became the focus point in this study to explore how social class differences affect the treatment of a person, especially as an orphan character.

This study used a Victorian era background to examine the issues in this study. Qualitative descriptive methods were used in this study to analyze data collected from monologues, dialogues, and narrations in the novel. Furthermore, several steps of data collection were conducted, include; reading the novel, identifying data, classifying data, and reducing data from the novel. Primary data were obtained from the novel *A Little Princess* by Frances Hodgson Burnett, while secondary data were obtained from journals, books, and articles related to the topic.

As the results, this study found that the social class stratification in the Victorian era in the novel *A Little Princess* were divided into three class stratifications, namely the upper-class, the middle-class, and the working-class. Furthermore, Sara’s life after being an orphan changed into adoption, and lived in a workhouse. Finally, the result of being an orphan was the social inequality experienced by Sara Crewe because of the shift in her social class stratification.

Keywords: *Social Class Stratification, Orphans, Social Inequality, Victorian Era*

INTISARI

Yuliawati, Ellya. 30801900015. “The Relation Between Being Orphans and Its Effect on Social Status in The Victorian Era as Reflected in *A Little Princess* Novel.” English Literature Study Program. Faculty of Language and Communication Science. Sultan Agung University. Advisor: Afina Murtiningrum, S.S., M.M., MA

Penelitian ini dilatar belakangi oleh adanya fenomena kondisi yang dialami oleh anak-anak era Victoria terutama yang terjadi pada anak yatim piatu. Secara lanjut, hal ini dikaji lebih luas mengenai hubungan antara stratifikasi kelas sosial dengan anak yatim piatu sehingga menyebabkan adanya efek ketimpangan sosial pada era Victoria. Penelitian ini menggunakan novel berjudul *A Little Princess* karya Frances Hodgson Burnett. Sementara, Sara Crewe karakter utama pada novel menjadi titik fokus dalam penelitian ini untuk mengeksplorasi bagaimana perbedaan kelas mempengaruhi perlakuan terhadap seseorang terutama sebagai karakter anak yatim piatu.

Penelitian ini menggunakan latar belakang era Victoria untuk mengkaji isu-isu permasalahan pada penelitian ini. Metode deskriptif kualitatif digunakan dalam penelitian ini untuk menganalisis data yang dikumpulkan dari monolog, dialog, dan narasi dalam novel. Lebih lanjut, beberapa langkah pengumpulan data di antaranya; membaca novel, mengidentifikasi data, mengelompokkan data, dan mengurangi data yang diambil dalam novel. Data primer diperoleh dari novel *A Little Princess* karya Frances Hodgson Burnett, sementara data sekunder diperoleh dari jurnal, buku, dan artikel yang terkait dengan topik.

Hasil dari penelitian ini adalah stratifikasi kelas sosial era Victoria di dalam karakter novel *A Little Princess*, yakni kelas atas, kelas menengah, dan kelas pekerja. Selanjutnya, kondisi yang dialami oleh Sara Crewe sebagai anak yatim hal ini meliputi adopsi dan pengasuhan, serta rumah kerja. Lalu, hasil yang terakhir adalah ketimpangan sosial yang dialami oleh Sara Crewe selaras dengan adanya stratifikasi kelas sosial dan anak yatim yang diakibatkan karena perpindahan posisi kelas status sosialnya.

Kata Kunci: Stratifikasi Kelas Sosial, Anak Yatim, Ketimpangan Sosial, Era Victoria

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to the All-Powerful Allah Subhanahu Wa Ta'ala, who has blessed me with the wisdom, fortitude, and capacity necessary to complete this final project. Second, I express my prayers and salutations to the respected prophet Muhammad Shallallaahu 'Alaihi wa Sallam, who inspires Muslims from the darkness to the straight path of Islam.

This final project as a fulfillment of the prerequisites for attaining a Sarjana Sastra Degree in the English Literature Study Program at Sultan Agung Islamic University. The realization of this final project owes its completion to the invaluable support, encouragement, and guidance of numerous individuals. Therefore, I wish to convey my heartfelt gratitude and admiration to the following individuals:

1. Trimanah, S.Sos., M.Si., as the Dean of Faculty of Language and Communication Science.
2. Dr. Didik Murwantono, S.S., M.Hum as the Head of English Literature Study Program.
3. Afina Murtiningrum, S.S., M.M., M.A as the advisor of this final project who always patiently guided and corrected me in every way of making this final project.
4. Diyah Fitri Wulandari, S.S., M.Hum as my academic advisor who always helped me since the first semester without hesitation.

5. All of the lecturers of the English Literature Study Program in Sultan Agung Islamic University who always give the best knowledge, advice and experience that are useful.
6. My beloved parents, Suharti and Hidayatulloh, who have been my loyal supporters since the beginning, blessing me in every move I make. This final project is simply a gift from me to you as proof that I earned the degree I set out to get. I can't begin to tell you how much I appreciate and adore you both.
7. My sister, Yulinda Hardiana, has her own way to support me and motivate me to be a better little sister to look up to.
8. My big family who I cannot mention all of them for supporting and blessing me.
9. My group of best friends that I have and I appreciate a lot. Firstly, my closest friend since Elementary School Prajab Ayu Purwaningsih, and my friends since Senior High School Ardellia and Aulia Hana, who always gives me some positive words.
10. Bima and Erika who have supported and entertained me ever since our news report project and during my volunteer days.
11. My advisor mates, Erika and Nisa who have always given me support, encouraged me, and provided me with plenty of benefits and perks for writing this final project.
12. My English Literature 2019 classmates who always made my day

you also.

13. Every person I gained connection with along the way I wrote this final project, including Fakhri, I admire that meeting you has given me some new perspectives for my writing. I am therefore grateful for your presence, love, motivation, and prayers.
14. Everyone who keeps on praying for me and encouraging me to do this final assignment, including those I can't mention one by one.

Semarang, August 25th 2023

A handwritten signature in blue ink, appearing to read 'Ellya Yulawati', with a small dot at the end.

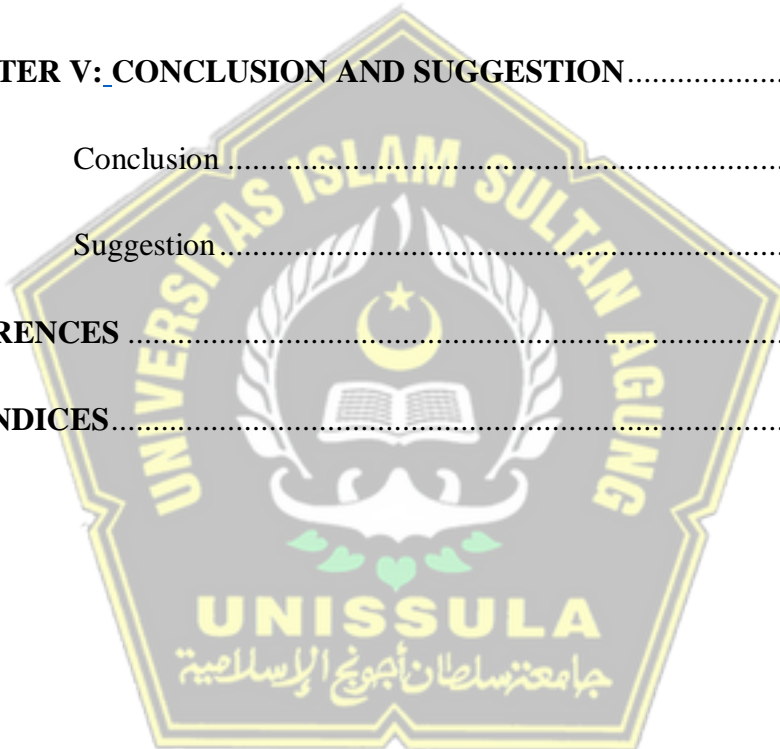
Ellya Yulawati

TABLE OF CONTENT

PAGE OF APPROVAL	ii
PAGE OF VALIDATION	Error! Bookmark not defined.
STATEMENT OF WORK’S ORIGINALITY	Error! Bookmark not defined.
MOTTO AND DEDICATION	v
ABSTRACT	vi
INTISARI	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
CHAPTER I: INTRODUCTION	1
A. Background of The Study	1
B. Problem Formulation	3
C. Limitation of the Study	4
D. Objectives of the Study	4
E. Significance of the Study	4
F. Organization of the Study	5
CHAPTER II: REVIEW OF RELATED LITERATURE	6
A. Synopsis of <i>A Little Princess</i> Novel	6

B.	Social Class Stratification	8
B.1.	The Upper-Class	9
B.2.	The Middle-Class	10
B.3.	The Working-Class.....	11
C.	Social Environment of Orphanage	12
C.1.	Adoption and Fostering	13
C.2.	Workhouses.....	14
D.	Inequality Because of Being Orphan.....	15
CHAPTER III: RESEARCH METHOD.....		17
A.	Types of Research	17
B.	Data Organizing	18
B.1.	Data Collecting Method.....	18
B.2.	Type of Data.....	19
C.	Analyzing the Data.....	20
CHAPTER IV: FINDING AND DISCUSSION.....		21
A.	Social Class Stratification in the Victorian Era Depicted in <i>A Little Princess</i> Novel.....	21
A.1.	The Upper-Class	21
A.2.	The Middle-Class	26
A.3.	The Working-Class.....	28

B.	The Condition of Being Orphan in the Victorian Era as Reflected on the Character Sara	31
B.1.	Adoption and Fostering	32
B.2.	Workhouses	34
C.	Social Inequality Experienced by Sara Crewe Because Being an Orphan in the Victorian Era	35
CHAPTER V: CONCLUSION AND SUGGESTION		46
A.	Conclusion	46
B.	Suggestion	47
REFERENCES		49
APPENDICES		52



CHAPTER I

INTRODUCTION

A. Background of The Study

The Victorian Era is one of the most progressive periods in British history, reflecting the era when Queen Victoria ascended the throne in 1837–1901 (Vyoralová 1). A number of significant changes occurred, and many aspects of life experienced changes in this era. Its industrial sector is very prosperous, and that is the reason why England invites other countries to try to emulate it, starting with literature, architecture, and technology, as well as many others (Corey and Ochoa, as cited in Vyoralová 1).

Literary works in the Victorian era gave rise to many works that contained issues in accordance with the existing historical background and were packaged properly and aesthetically in written form, namely novels. It is undeniable that Victorian-era writers sometimes wrote their masterpieces by looking at the issues around them as inspiration for their works. Literature is interpreted as reflecting norms and values, as revealing the ethos of culture, the processes of class struggle, and certain types of social interaction (Albrecht 1). Subsequently, from this statement, literature and local issues are interrelated, namely the issues of class struggle and certain societal issues.

The novel by Frances Hodgson Burnett entitled *A Little Princess* is one of the novels that raises the issue of social class in the Victorian era. The issues raised in this novel are not only about social class but also the economic conditions, education, orphans in the Victorian era, and the gap between the rich

and the poor. Given that there were three different classes in this era, namely the upper-class, middle-class, and working-class. The quality of everyday life for the people of Victorian England rested on a basic structure determined by social class and shaped by the traditional way of life in villages, towns, and cities (Mitchell 17).

The upper-class in the Victorian era achieved significantly better than the middle or working-class. Differentiating among status groups describes the upper-class group as composed of wealthy landed families who have resided in the community for several generations. The people live in the best houses located in one section of town (Havighurst and Janke, as cited in Kendrick 5). The middle-class during the Victorian era consisted of white-collar workers. Teachers, by and large, come predominantly from the middle-class. Consequently, they tend to pass on the middle-class point of view as well as judge their students in light of middle-class standards (Kendrick 6). The working-class, or what is sometimes described as the working-class, is a group of workers who are often paid a minimum wage. The Victorian era described members of the working-class as having a poor reputation in the community. The working-classes are often spoken of as dirty and shiftless and are considered the troublemakers of the community. They live in the worst homes and generally in the fringe areas of the community (Kendrick 5–6).

Moreover, as stated by a history professor, Hugh Cunningham, the Victorian family is a representation of the ideal family foundation with a working father and a mother who is at home taking care of their children

(Cunningham as cited in Vyoralová 9). However, during the Victorian era, there were also countless orphans. Marion Gymnich discusses the figure of orphans in the Victorian era, claiming that the period is considered "the age of the most famous orphan stories" after giving release to several popular Victorian literary fictional narratives such as Charles Dicken's *Oliver Twist* and *The Old Curiosity Shop*, *Jane Eyre* by Charlotte Bronte, and *Jude* by Thomas Hardy Fawley (Gymnich et al. 7).

In *A Little Princess*, Sara Crewe is the focal point of a story that explores how class distinction affects how people receive their treatments, how status shifts from the upper to the working-classes affects how people are treated, and other related themes.

When a person's status changes, they receive a different kind of treatment than before. Sara felt this difference quite strongly; in fact, her orphanage status compels her to change her positions from the upper to the working-classes. Therefore, this study will also highlight the issues regarding to social class stratification, orphanage, and the inequality experienced by Sara Crewe because of her changing class stratification in the Victorian era in the 19th-century novel *A Little Princess* by Frances Hodgson Burnett (1904).

B. Problem Formulation

Based on the background of the study, there are three problem formulations that are examined in this study, they are:

1. What are the types of social class stratification during the Victorian era as reflected in *A Little Princess* novel?

2. How is the condition of being orphan in the Victorian era as reflected in the character Sara?
3. How was the social inequality experienced by Sara Crewe because of being an orphan in the Victorian era?

C. Limitation of the Study

This study focuses on the shift in social status of Sara Crewe in the novel *A Little Princess* by Frances Hodgson Burnett because of being an orphan and how society treated her in the Victorian era.

D. Objectives of the Study

Through the problem formulation, this study sums up to presents the epitome of:

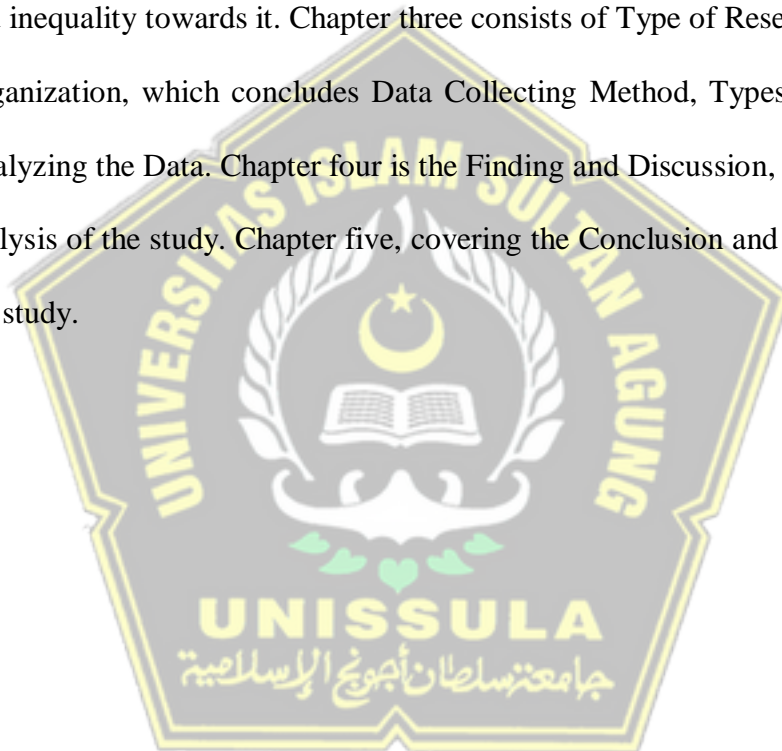
1. To explain the types of social class stratification during the Victorian era as reflected in *A Little Princess* novel
2. To describe the condition of being an orphan in the Victorian era as reflected in the character Sara
3. To portray the social inequality experienced by Sara Crewe because of being an orphan in the Victorian era

E. Significance of the Study

The benefit of this study is to see what types of social class stratification existed in the Victorian era, as well as how social inequality was experienced by orphans in the Victorian era. This study can also be a source of learning and knowledge contribution for students who are interested in issues in the Victorian era.

F. Organization of the Study

This final project is divided into five chapters. Chapter one, Introduction, consists of the Background of The Study, Problem Formulation, Limitations of The Study, Objectives of the Study, Significance of the Study, and Organization of the Study. Chapter two is Reviews of Related Literature, containing the synopsis of the *A Little Princess* novel, social class, orphanage, and inequality towards it. Chapter three consists of Type of Research and Data Organization, which concludes Data Collecting Method, Types of Data, and Analyzing the Data. Chapter four is the Finding and Discussion, containing the analysis of the study. Chapter five, covering the Conclusion and Suggestion of the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis of *A Little Princess* Novel

A little Princess is a children's novel by Frances Hodgson Burnett, published in 1904. At first, this novel was a series of novelettes entitled *Sara Crewe or What's Up with Miss Minchin's Dormitory*, published in 1888 by St. Nicholas Magazine.

It is said that there is a little girl named Sara Crewe, she is a beautiful girl who has creativity in imagination. Her mother is from France, but her mother died a long time ago when Sara was small so she grew up without a mother figure, but she still has a father who loves Sara very much and raised her with all his heart.

Sara grew up in India with her father because she was born into wealth and had a father figure who worked in a diamond mine there. Her father indulged Sara, so she has many different kinds of dolls and lovely clothes. Despite being born into wealth, Sara developed into a friendly, entertaining, and skilled storyteller instead of being haughty and spoiled. Sara was a curious young girl who devoured books like a ravenous young wolf.

When the time came, Sara had to depart from India and move to London in order to further her studies and separated from her father because she would be living in the seminary dormitory while Sara's father continued to work in India. Sara was cordially greeted at the Select Seminary for Young Ladies by Miss Minchin, the proprietress.

Her first experience at the Seminary causes Miss Minchin to hold grudges while glorifying Sara as her favorite student and the little daughter of a wealthy diamond mine. The lovely Sara had many friends and she also had many privileges as a wealthy student.

The lovely private room she has with a plush bed is one of her special treatments. Additionally, there were always cakes on the table, and she has a personal maid named Miss Amelia who is the sister of the head of Miss Minchin Seminary. Undoubtedly, Lavinia and Jessie are among Sara's classmates who are envious of her versatile lifestyle. Sara was still unconcerned about this, though, as she was acquainted with many friends, including Ermengarde, Lottie, and Becky, an orphan girl who worked as a servant at the Seminary.

The days passed and Sara's life went on as normal as usual. The time has come for her to celebrate her eleventh birthday. Captain Crewe has prepared a lavish celebration for Sara's birthday even though he is far away in India. Sara celebrated her birthday with all the Seminary students including Miss Minchin and Miss Amelia, Becky also gave presents even though she had to be busy in the kitchen preparing food.

But Sara's happiness disappeared for a moment and news came that Captain Crewe had died right on Sara's birthday. Miss Minchin who heard it was shocked and stopped the merry party that was currently running.

Sara's life, like a princess in a diamond mine, changed drastically and ended up as a poor orphan girl. Captain Crewe's death does not leave

Sara a penny and Sara has to support herself by becoming a servant at Miss Minchin's Seminary.

Every day Sara was busy cleaning the Seminary, teaching students French, and being ordered to and fro without stopping even with the bad weather which ended in shabby clothes and hands. Sara is also no longer a student there; she has to leave school because she is forced to become a servant and sleep with Becky in the attic.

Even so, the long-time work that Sara does also does not get a decent wage, but even so Miss Minchin still uses Sara to take care of her business with a small wage instead of having to throw Sara out to be a beggar.

B. Social Class Stratification

Social class stratification is the division of society into a hierarchy of unequally ranked strata. A social hierarchy has a pyramidal shape, with each tier being more powerful than the one below it (Hiraide 2).

Due to the numerous prejudices that are still prevalent in Victorian culture, social class plays a significant role in the formation of Victorian identity (Poorghorban 1). Although it is widely believed that the entire idea is based on wealth in general, social class also considers a number of other factors, such as the family's location, values in terms of manners, and the level of education of its members. Strong individual character, purpose, and ethnicity are the core principles of Victorian faith. Aristocrats and commoners made up Victoria's two traditional social divisions, which researcher Sally Mitchell further categorized

into the working-class and the middle-class. This has a significant impact on the kind of work people do and the amount of money they make (Mitchell, cited in Vyoralová 14).

B.1. The Upper-Class

The upper-class, or aristocratic class, frequently enjoys a variety of benefits and a relatively comfortable lifestyle. The eldest members of their group acquired family land, investments, and titles, which served as their source of income and allowed them to live well (Vyoralová 16). They receive a salary either monthly or annually. The wealthy or exceptional did not labor for pay. They included the landed gentry and the aristocracy. Their source of income was inherited property or investments (Mitchell 18). They had staff and servants who attended to them all day while they resided in townhouses or country estates. Boys typically enroll in elite private boarding schools for upper-class education, while females are educated at home by their families, who typically hire tutors.

The upper-classes typically attend balls, parties, banquets, or they go to other events like cricket, horse races, and fox hunting. There were different levels of aristocracy, and they were often determined by wealth and education. In order of importance, the 562 Victorian families with titles in 1842 were dukes, marquesses, earls, viscounts, and barons. The head of the family in this family has specific obligations and privileges. For instance, because he is a member of the House of Lords—Great Britain's council of nobles—it is illegal to arrest him for debts, and in the event of

a criminal offense, a jury made up of other nobles will try him instead of a criminal court (Vyoralová 16).

Some of the factors that affect how people or groups of people move through the social classes are wealth and education. Power comes from wealth and education. The difficulty to access "primary schools" (Mašić et al as cited in Dupovac10), problems with public health, low levels of unionization, and poverty are further factors hindering social mobility. As a result of many of their relatives and ancestors having enough wealth for them, the upper-class did not labor at all (Dupovac 10).

B.2. The Middle-Class

The English Revolution contributed to the growth of the middle-class and, in turn, a widening of the working-class-middle-class divide. Clearly, "Lifestyle" is the most important factor in defining middle-class society. A large proportion of their middle-class citizens live in urban areas and surrounding suburbs. In terms of educational opportunities for the middle-class, boys often attend boarding schools or local grammar schools, and girls either study at home or go to local schools as well (Vyoralová 16).

As opposed to those of the middle-classes, a large percentage of working women in Victorian England belonged to the lower or working-classes. It can be challenging to find a definition of the "middle-classes" that is suitable, but a Victorian perfectly put it this way: "That portion of

the population which, on the whole, and mainly, has to earn its own living, and to gain it by headwork rather than by handwork."

A lady could fulfill her natural purpose by dedicating herself to the care and education of children, even for pay. They could continue to enjoy the safe haven that was thought to be her rightful domain by working as a resident governess in a girls' boarding school or in the home of her employers, or by living at home and working as a daily governess in other people's homes. Every woman was a teacher by innate nature (Holcombe as cited in Barrett 33). The position of governess was essentially the only middle-class profession open to women (Mitchell 7).

B.3. The Working-Class

Typically, members of the working-class, or what is frequently referred to as the lower class, have modest incomes. They can be immediately distinguished by their filthy clothes and hands because both men and women have physically demanded and uncomfortable jobs. The money they make from their jobs typically does not even come close to covering their basic expenses and enabling them to get by (Vyoralová 14). The most challenging period for working-class families is right after the birth of their child since they have to provide for the newborn. As they get older, children contribute to household duties, either by doing them themselves or by working alongside their parents or siblings (Vyoralová 15).

Victorian working-class children endured situations that society deemed awful. Many of them passed away as a result of things like starvation, hard work, and other things. Working-class kids frequently do not get the chance to go to school because they are compelled to leave to find a job to support the family. They work anywhere between 6 and 16 hours a day in different factories.

Domestic help, factory jobs, agricultural labor, and garment work all afforded the means of livelihood for working-class women (Mitchell 7). When a child is "too tired to go home and hides in the wool of the drying room to sleep there," as the famous German socialist philosopher Friedrich Engels described it, they are in this scenario. Due to the long hours of work and harsh working conditions, the children of the working-class frequently developed illnesses or were rendered permanently disabled. Their knees would be bent backward and inward, and their spine would commonly bow forward to one side; their ankles would likewise be deformed (Engels, as cited in Vyoralová 15).

C. Social Environment of Orphanage

According to Eva König's study, *The Orphan in Eighteenth-Century Fiction* (1), there are already a remarkable number of orphans in 18th-century literature. The orphan frequently serves as the main character in Victorian novels, demonstrating the significance of the parentless person in Victorian literature (Gymnich et al. 14).

However, in the 19th century, which can be referred to as the “century of orphans,” the figure of the orphan who has lost both parents tend to stand out as a literary figure (Floyd 1). Whether the last parent standing is the mother or the father, though, makes a significant difference. Studies in literature demonstrate that children who still have a living father are typically better off than children whose permanent parents are their mothers (Gymnich et al., 14). This assertion might stand opposed to Victorian ideology, which believes that “mother is the ideal figure” (Vallone as cited in Gymnich et al. 15), but the advantages of having a father are in fact easily explained by economic conditions that are influenced by gender, which holds that men have much better opportunities to earn and provide for their children. In contrast, the job market for women is quite small, indicating that most women work in domestic roles such as governess and domestic servant, forcibly separating their children from a widow who worked for them (Gymnich et al. 15).

Orphaned men and women of all ages and socioeconomic strata were frequently depicted in Victorian literature. Others live wealthy lives with happy endings, although frequently only after enduring hardships, while some of them fail in their ambitions or even pass away.

C.1. Adoption and Fostering

When a child's parents pass away, adoption or foster care by relatives or close friends is typically the first and most obvious alternative. Adoption, in the words of Adamec and Miller, is the formal transfer of parental responsibilities and rights.

The Oxford Dictionary, on the other hand, defines fostering as "taking care of a child, typically for a limited time, without being the child's legal parent" (Vyoralová 17). Both adoption and foster care have the potential to progressively change a child's life, either in a positive or negative way. The primary purpose of both is to provide those who are vulnerable and have nowhere else to turn to a safe and secure place to live (Fisher 1).

Many people in Victorian England sought to exploit the lack of control over adoption. They can offer orphans for sale at lower prices to people who require a maid or extra hands for their business. A loving home is frequently denied to children, who are frequently treated cruelly and inhumanely (DeMause as cited in Vyoralová 17). These children suffered extreme abuse, terrible treatment, and frequently never found a place to live (Vyoralová 18).

C.2. Workhouses

English parishes were formally given responsibility for the poor and defenseless, including the elderly, the ill, and the orphans, as a result of the workhouse described in journalist Laurence Dopson's 1601 book, *The Poor Relief Act*. Victorian England was governed by the government, financially supported by local taxes, and provided a shelter for those who were homeless and without a roof (Dopson as cited in Vyoralová 18).

While working-class orphans frequently ran the risk of going hungry and winding up in the notorious workhouse institution (Gymnich et al. 15).

This institution's primary goal is to grant asylum to anyone seeking safety. Crowther depicts the workhouse as a location where the necessities of life are gathered. Usually, schools, nursing homes, and hospitals the workhouse serves as a refuge for the weak, the elderly, and the very young. (Crowther as cited in Vyoralová 18).

The localism of workhouses sets them apart from other institutions in a significant way. The fact that the local government oversaw the workhouses during the 19th century had a significant impact on the living conditions in these Institutions, especially since the government did little to improve the existence of these workhouse institutions and frequently ignored what went on inside them.

Although workhouses were not recognized as prisons and residents could leave and return, those who lived there were referred to as prisoners during the Victorian era. Everyone who resided in the workhouse worked hard, typically breaking stones, while wearing workhouse uniforms, sleeping in shared rooms, and laboring together (Vyoralová 19).

D. Inequality Because of Being Orphan

According to Professor Kathryn Hughes, as the middle-class started to grow in the late 18th century as compared to the working-class, which had no prosperity at all, social inequalities between the upper, middle, and working-classes widened (Hughes 1). The social class of the poor is the social class with the greatest number of members; during the Victorian era, the term "poor" was the same as the term's "worker" and "poor people" (Robinson, as cited in

Vyorlová 14). Children from the poorest families are constantly expelled from school and forced to work to survive. Most of the time, their income is insufficient to even cover their most basic needs, much less guarantee their survival. (Vyorlová 17). These children suffered extreme abuse, terrible treatment, and frequently never found a loving place to live (Vyorlová 18).

Inequalities in areas including power, income, authority, working and living circumstances, education, life expectancy, and lifestyle became a significant issue in the 19th century (Eke 71). The term "social stratification" describes how society is divided into a hierarchy of strata with different social statuses. Each stratum of the social hierarchy is stronger than the one below it, forming a pyramidal structure. The upper stratum is made up of the most privileged group, and vice versa. Class stratification refers to differences between groups in the allocation of socioeconomic resources, including income status, wealth, and power; these differences last or continue over time (Hiraide 2).

The social class is another indicator of an orphan's fate (Peters 1). The orphans bear the risk of falling into poverty and ending up in terrible workhouse institutions. Moreover, the orphans run the risk of losing their social standing, moving into the working-class, or perhaps going destitute (Gymnich et al. 15).

CHAPTER III

RESEARCH METHOD

A. Types of Research

Qualitative research was employed in this study. An observational technique was used to gather non-numerical data, which is a hallmark of qualitative research. The primary data source in qualitative research was text – researchers relied on textual data for their analysis. Qualitative research aimed to examine the characteristics of phenomena, including their qualities, the context they appeared in, and the various viewpoints from which they could be seen (Ugwu and Eze 20).

The focus of qualitative research was on description and interpretation, which led to the development of new concepts, theories, or the evaluation of organizational processes. The primary emphasis of qualitative research was on reporting experiences or information that couldn't be easily quantified (Hancock et al 6).

As can be observed from the summary provided, qualitative approaches were employed to attain a deeper understanding of phenomena, especially their qualitative aspects, which were extracted from the textual data of the object of analysis. Data were presented in qualitative approaches through forms such as words, prologues, monologues, dialogues, phrases, sentences, or paraphrased quotations – all of these were preferred over statistical methods like numbers.

B. Data Organizing

B.1. Data Collecting Method

The process of collecting data was examined in various ways to gather information relevant to the research, forming a part of the data collection approach. The stages of the data collection process were outlined in the following order:

B.1.1. Read the novel

The first stage of the data collection method involved reading the novel as a whole. This initial stage aimed to acquire a comprehensive understanding of the plot and characters within the novel. Consequently, the information that was to be analyzed in the subsequent chapter was identified by reading *A Little Princess* in its entirety.

B.1.2. Identifying the Data

These data were identified after reading the novel. Data were located by concentrating on monologues, dialogues, and narratives that pertained to the problem formulations corresponding to the selected topics. The chosen data were highlighted, read, and directly quoted from the novel.

B.1.3. Classifying the Data

The data selected during the identification phase were promptly categorized according to the corresponding problem formulations. The data was organized into three distinct tables, as the research centered around addressing three specific issues. The data tables or attachments included quotes, forms, types, references, and comments, all presented within an appendix table. This stage was intended to facilitate the data analysis process concerning the formulated problems.

B.1.4. Reducing the Data

The final stage of the data collection method involved data reduction. The compiled data was reviewed and either excluded or selected based on its relevance and capacity to effectively support and address the problem formulation. This phase was utilized to refine the data through elimination and selection processes. The data that remained after this stage was included in the appendix table, aiding in both the problem formulation and the analytical process presented in Chapter IV.

B.2. Type of Data

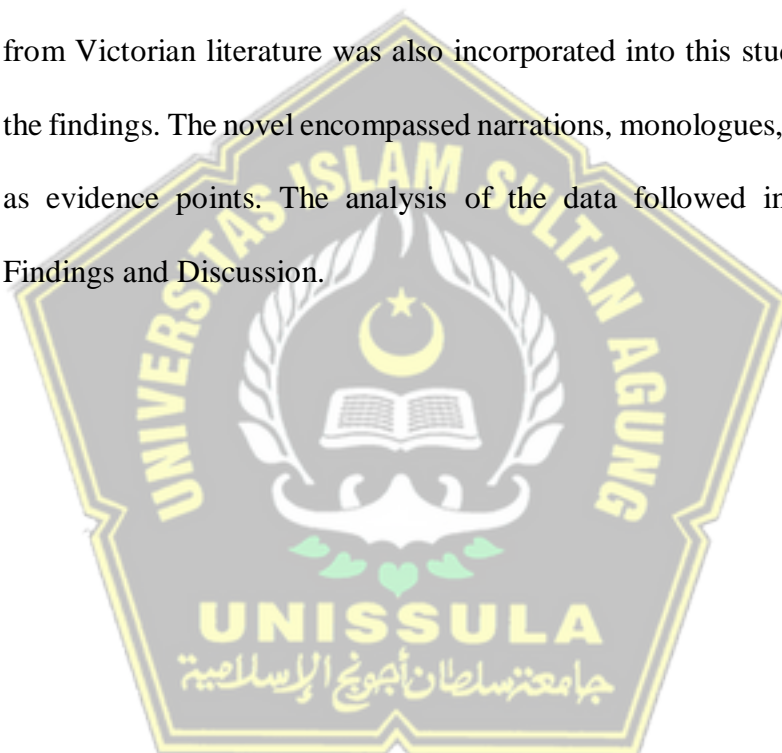
The data for this study consisted of two types:

1. The primary data were derived from the novel *A Little Princess*.

2. The secondary data were collected from journals, books, and articles relevant to the study.

C. Analyzing the Data

The final part of this study involved analyzing the ultimate data and presenting the results of that analysis. To scrutinize the data for this study, a qualitative descriptive methodology was employed. Historical background from Victorian literature was also incorporated into this study to examine the findings. The novel encompassed narrations, monologues, and dialogues as evidence points. The analysis of the data followed in Chapter IV: Findings and Discussion.



CHAPTER IV

FINDING AND DISCUSSION

In this finding and discussion chapter, three problem formulations will be discussed related to the experience of the main character Sara Crewe in the novel *A Little Princess*, namely; social class stratification, the conditions of being an orphan in the Victorian era, and the social inequality experienced by the main character due to being an orphan.

A. Social Class Stratification in the Victorian Era Depicted in *A Little Princess* Novel

Social class stratification is the division of society into a hierarchy of unequally ranked strata. A social hierarchy has a pyramidal shape, with each tier being more powerful than the one below it (Hiraide 2). Due to the numerous prejudices that are still prevalent in Victorian culture, social class plays a significant role in the formation of Victorian identity (Poorghorban 1).

Aristocrats and commoners made up Victoria's two traditional social divisions, which researcher Sally Mitchell further categorized into the working-class and the middle-class. This has a significant impact on the kind of work people do and the amount of money they make (Mitchell, cited in Vyoralová 14).

A.1. The Upper-Class

The upper-class, or aristocratic class, frequently enjoys a variety of benefits and a relatively comfortable lifestyle. The eldest members of their group acquired family land, investments, and titles, which served as their source of income and allowed them to live well. The upper-class Victorian families lived in country

houses or townhouses, with staff and servants (Vyoralová 16). In the novel, it is told that Sara has a relatively comfortable life. This can be seen in Sara's character in the following quote, *she had always lived in a beautiful bungalow, and had been used to seeing many servants who mad salaams to her and called her "Missee Sahib," and gave her own way in everything.* (A Little Princess 9).

From the quote it can be seen that the life of the nobility or upper-class in the Victorian era tended to be beautiful, with all their needs fulfilled and enjoying the benefits of their wealth. In *A Little Princess*, it is shown by Sara Crewe who was facilitated by her father to enjoy all her glory. Sara is looked after by a personal maid, Miss Amelia, who is devoted to looking after Sara.

The way the upper-class tend to spend a lot money the novel's gathers also show other examples from the novel:

It spread itself into a very large smile when she saw Sara and Captain Crewe. She had heard a great many desirable things of the young soldier from the lady who had recommended her school to him. Among other things, she had heard that he was a rich father who was willing to spend a great deal of money on his little daughter. (A Little Princess 14)

From the quote above in the Victorian era, those from upper-class families led the most ideal lifestyles since they were at the top of society. One such example is Sara Crewe; she is the prosperous Captain Crewe's daughter and plans to operate a diamond mining business. Sara has many expensive belongings in her life,

including those of a young royal princess. At the same time, the following are some more examples from the novel about the life of the upper-class people:

*He explained to Miss Minchin that his solicitors, Messrs. Barrow and Skipworth, had charge of his affairs in England and would give her any advice she wanted, and that **they would pay the bills she sent in for Sara's expenses. He would write to Sara twice a week and she was to be given every pleasure she asked for.** (A Little Princess 23)*

The quotation explains that families in the upper-class of the Victorian era would freely fulfil the needs of their children with their high incomes. In the novel, Sara's father, Captain Crewe, will always give her daughter, Sara, what she wants. Thus, Sara's life is full of the conveniences that her father got.

According to Vyoralová, the upper-class, or aristocratic class, frequently enjoys a variety of benefits and a relatively comfortable lifestyle (16). This can be seen in the example below:

*Sara was to be what was known as "a parlor boarder," and **she was to enjoy even greater privileges than parlor boarders usually did. She was to have a pretty bedroom and sitting room of her own; she was to have a pony and a carriage, and a maid to take the place of the ayah who had been her nurse in India.** (A Little Princess 16)*

The quote describes that the upper-class in the Victorian era were usually pampered with various profitable things. The lifestyle that Sara Crewe has as the little princess of rich Captain Crewe is very fortunate. She can freely have advantages in terms of

finances that always surround her. A comfortable private room filled with goods of great value envelops Sara Crewe.

As for the other things that indicate the life of the upper-class can be seen from the way they dress, this can be seen in the following quote:

There were velvet dresses trimmed with costly furs, and lace dresses, and embroidered ones, and hats with great, soft ostrich feathers, and ermine coats and muffs, and boxes of tiny gloves and handkerchiefs and silk stockings in such abundant supplies that the polite young women behind the counters whispered to each other that the odd little girl with the big, solemn eyes must be at least some foreign princess-perhaps the little daughter of an Indian rajah. (A Little Princess 19)

The quote depicts that the upper-class brings a significant difference from other classes. The luxury felt by Sara Crewe as the only daughter of a wealthy family permeates her daily life. She was very spoiled by her father, Captain Crewe, because she had a lot of money. He will always spend his money on his beloved daughter.

Meanwhile, another identical feature of the upper-class is luxury furniture. Sara, in the novel has a luxurious and comfortable room, this is illustrated in the novel excerpt: *Sara's comfortable sitting room seemed a bower of luxury to the scullery maid, though it was, in fact, merely a nice, bright little room. (A Little Princess 76)*. From the quotation, it is found that the basic characteristic possessed

by the upper-class is their easy life to get everything. In this novel, Sara gets everything easily, such as a luxurious room, and a maid who is ready to serve Sara.

Based on research done by Dupovac, education and wealth are considered some of the factors that determine mobility of and individual or groups of people through social classes. Education and wealth are sources of power and once immersed allow for navigation through higher social classes. Other factors that affect social mobility include poverty, public health problems, low rate of unionization, and inability to access 'superior schools' within the economy (10). In line with the above references, it is said in the novel that Sara also studied at the Seminary, this can be seen in the following novels:

Crewe: "I am not in the least anxious about her education,"
Captain Crewe said, with his gay laugh, as he held Sara's hand and patted it. "The difficulty will be to keep her from learning too fast and too much. She is always sitting with her little nose burrowing into books. She is always starving for a new book to gobble, and she wants grown-up books-great, big, fat ones French and German as well as English-history and biography and poets, and all sorts of things." (A Little Princess 17)

The quotation above explains that the education of the Victorian upper-class was pre-eminent. As can be seen from the novel excerpt, Sara really likes books and of course her father facilitated this. Sara, who was born into a rich family, has an advantage in terms of education, her father, who has power and wealth, makes Sara an example of an upper-class character who has a proper education.

A.2. The Middle-Class

The English Revolution contributed to the growth of the middle-class and, in turn, a widening of the working-class, middle-class divide. Clearly, "Lifestyle" is the most important factor in defining middle-class society. A large proportion of their middle-class citizens live in urban areas and surrounding suburbs. In terms of educational opportunities for the middle-class, boys often attend boarding schools or local grammar schools, and girls either study at home or go to local schools as well (Vyoralová 16).

According to Holcombe, it can be challenging to get an accurate definition of the "middle-classes," but one Victorian put it well: "that portion of the community which, on the whole, and principally, has to earn its own living, and to earn it by headwork rather than by handwork." (Holcombe as cited in Barrett 33). Based on the reference above, Miss Minchin and Miss Amelia are two examples of middle-class characters in the novel *A Little Princess* who are both teachers. Miss Minchin and her sister, Miss Amelia, are the proprietors of the Select Seminary for Young Ladies in London. This can be seen in the quote: *Miss Minchin: "I am sorry to disturb Mr. Carrisford, she said; "but I have explanations to make. I am Miss Minchin, the proprietress of the Young Ladies' Seminary next door."*

The Indian gentleman looked at her for a moment in silent scrutiny. He was a man who had naturally a rather hot temper, and he did not wish it to get too much the better of him.

The Indian gentleman: "So you are Miss Minchin?" he said.

Miss Minchin: "I am, sir." (A Little Princess 370-371)

In the quote above it is explained that the work that was often done by the middle-class during the Victorian era was not far from education. Miss Minchin is one of the characters in this novel that reflects a middle-class job, she manages her own seminary with her sister. The other job carried out by the middle-class is as a governess, in the novel the work carried out by Miss Amelia is as a governess. This can be seen in the quote below:

Miss Amelia: "I've been opening her trunks and putting her things away, said Miss Amelia. "I never saw anything like them-sable and ermine on her coats, and real Valenciennes lace on her underclothing. You have seen some her clothes. What do you think of them?"

Miss Minchin: "I think they are perfectly ridiculous," replied Miss Minchin, sharply; "but they will look very well at the head of the line when we take the schoolchildren to church on Sunday. (A Little Princess, 25)

The quote describes that jobs undertaken by the middle-class during the Victorian era were jobs dedicated to education, for example being private tutors, and governess. According to the novel Miss Amelia is an example of a character from the middle-class. She is hired by Captain Crewe, Sara's father, to take care of Sara at the Seminary while Sara's father is working away.

As stated by Vyoralová, the flourishing of the middle-class was the outcome of the industrial revolution in England, which created a significant distinction between the working and the middle-class Victorians. A certain "style of living" was considered

to be the distinguishing features most typical for middle-class society, as its members were usually living in the suburbs and the bigger towns (16). In line with the reference above, in the novel, it is revealed that the Seminary managed by Miss Minchin and Miss Amelia is located in London, where they also reside. The following quote can be seen below:

When she began to speak Miss Minchin started quite violently and sat staring at her over her eyeglasses, almost indignantly, until she had finished. Monsieur Dufarge began to smile, and his smile was one of great pleasure. To hear this pretty childish voice speaking his own language so simply and charmingly made him feel almost as if he were in his native land—which in dark, foggy days in London sometimes seemed worlds away. (A Little Princess 36)

In the quote above it is explained that, middle-class society in the Victorian era generally lived in large urban areas or on the suburbs of cities, for example London. In the novel *A Little Princess*, the middle-class characters are sisters Miss Minchin & Miss Amelia. Miss Minchin runs her own seminary in London, London is the largest metropolitan area in the United Kingdom. Meanwhile, Miss Minchin & Miss Amelia live in their seminary, and that becomes an example of middle-class society in this novel.

A.3. The Working-Class

Typically, members of the working-class, or what is frequently referred to as the lower class, have modest incomes. They can be immediately distinguished by their

filthy clothes and hands because both men and women have physically demanded and uncomfortable jobs. The money they make from their jobs typically does not even come close to covering their basic expenses and enabling them to get by (Vyoralová 14).

Victorian working-class children endured situations that society deemed awful. Many of them passed away as a result of things like starvation, hard work, and other things. Working-class children frequently do not get the chance to go to school because they are compelled to leave to find a job to support the family. They work anywhere between 6 and 16 hours a day in different factories. Domestic help, factory jobs, agricultural labor, and garment work all afforded the means of livelihood for working-class women (Mitchell 7).

Becky is a stand-in for the working-class in the novel *A Little Princess*. She is a young orphan who works all day at Miss Minchin Seminary to support herself. Here are a few quotations from the novel that reflect Becky's working-class perspective:

She was a forlorn little thing who had just taken the place of scullery maid- though, as to being scullery maid, she was everything else besides. She blacked boots and grates, and carried heavy coal-scuttles up and down stairs, and scrubbed floors and cleaned windows, and was ordered about by everybody. She was fourteen years old, but was so stunted in growth that she looked about twelve. In truth Mariette was sorry for her. She was so timid that if one chanced to speak to her it appeared as if her poor, frightened eyes would jump out of her

head. Sara Crewe: “What is her name?” asked Sara, who had sat by the table, with her chin on her hands, as she listened absorbedly to the recital.

Mariette: “Her name was Becky. Mariette heard everyone below-stairs calling, “Becky, do this,” and “Becky, do that,” every five minutes in the day. (A Little Princess 74-75)

The quote clearly states that, children typically had to work physically very hard and continuously in the working-class lifestyle prevalent during the Victorian era. One example of unprofitable child labour is Becky, one of the characters in this novel. She cared for the schoolgirls who attended Miss Minchin's seminary every day, cleaned the seminary, and helped in the kitchen while working full-time as a servant there.

In response to this, the working-class is frequently identified by their untidy physical appearance and filthy hands because their jobs are tough and uncomfortable. Women from the working-class performing manual labour. They are clearly identifiable by their filthy hands and clothes because their occupation typically requires physical power (Vyoralová 14). Becky is also a representation of the novel according to the reference above. Here is an example from a novel quote:

*But a few weeks later, on another foggy afternoon, when she entered her sitting room, she found herself confronting a rather pathetic picture. In her own special and pet easy-chair before the bright fire, **Becky-with a coal smudge on her nose and several on her apron,***

with her poor little cap hanging half off her head, and an empty coal box on the floor near her-sat fast asleep, tired out beyond even the endurance of her hard-working young body. (A Little Princess 76)

In the quote describes that the most obvious feature of the working-class is their clothing, because their work is rough and dirty and often in the kitchen, their clothes often look shabby, look tired, and their eyes look hungry.

In addition, where someone lives clearly indicates whether they belong to the upper-class or the working-class. In the book, Becky spends the entire night sleeping in a dingy attic. Clear extracts from the novel are as follows: *At such times stories were told by instalments, things of a satisfying nature were either produced and eaten or hastily tucked into pockets to be disposed of at night when Becky went upstairs to her attic to bed. (A Little Princess 98)*

In the quote above another difference that stands out from the upper and working-classes of society is where they live. Their type of residence is separated and different from the upper-class, unlike Sara who has a place to live with comfortable and luxurious mattresses, Becky only has a bed in a small, dark, cold attic.

B. The Condition of Being Orphan in the Victorian Era as Reflected on the Character Sara

Orphaned men and women of all ages and socioeconomic strata were frequently depicted in Victorian literature. Others live wealthy lives with happy endings, although frequently only after enduring hardships, while some of them fail in their ambitions or even pass away. The orphan frequently serves as the

main character in Victorian novels, demonstrating the significance of the parentless person in Victorian literature (Gymnich et al. 14).

Whether the last parent standing is the mother or the father, though, makes a significant difference. Studies in literature demonstrate that children who still have a living father are typically better off than children whose permanent parents are their mothers (Gymnich et al., 14). The social environment shows how the condition of the orphan is related to social relations, the immediate physical environment, and the cultural environment (Vyoralová 17). In this case, it discusses the adoption and fostering and workhouses experienced by Sara in the novel.

B.1. Adoption and Fostering

When a child's parents pass away, adoption or foster care by relatives or close friends is typically the first and most obvious alternative. Adoption, in the words of Adamec and Miller, is the formal transfer of parental responsibilities and rights. The primary objective of both is to give those who are vulnerable and have nowhere else to go a safe and secure place to live. A kid who has been adopted typically experiences both positive and negative changes in their life as a result of adoption and parenting (Fisher 1). The Oxford Dictionary, on the other hand, defines fostering as "taking care of a child, typically for a limited time, without being the child's legal parent" (Vyoralová 17). In such case, after the death of Sara's father. The closest person or relative is Miss Minchin, the proprietress at the Seminary. This is seen in the quote below:

Miss Minchin: "What are you staring at?" demanded Miss Minchin, sharply. "Are you so stupid that you cannot understand? I tell you that you are quite alone in the world, and have no one to do anything for you, unless I choose to keep you here out of charity.

Sara Crewe: "I understand," answered Sara, in a low tone; and there was a sound as if she had gulped down something which rose in her throat. "I understand." (A Little Princess 139)

From the quote above it is explained that, Sara has become an orphan and no one gives her fund anymore after her father's death. Miss Minchin still gives Sara a place to live but on the condition that Sara has something to do at her Seminary. Thus, Miss Minchin fostered Sara because she is quite alone in this world after her father's passed away.

According to DeMause, in Victorian England, quite a number of people were looking to take advantage of the lack of control over adoption. They can sell orphans cheaply to those who need a maid, or another pair of hands to help them in their business (DeMause as cited in Vyoralová 17). In the Victorian era, many business managers took advantage of the misfortune of an orphan. In the novel, this is done by Miss Minchin, a proprietress of her Seminary in London. She used Sara to help his seminary for a small compensation. The evidence in the novel can be seen in the following quotation below:

Mr. Barrow: "Better keep her and make use of her," he added. "She's a clever child, I believe. You can get a good deal out of her as she grows older."

Miss Minchin: "I will get a good deal out of her before she grows older!" exclaimed Miss Minchin.

Mr. Barrow: "I am sure you will, ma'am," said Mr. Barrow, with a little sinister smile. "I am sure you will. Good morning!" (A Little Princess 126-127)

From the quote above the lack of empathy and affection, especially for orphans, is illustrated in the conversation between Mr. Barrow and Miss Minchin. Mr. Barrow told Miss Minchin that, instead of throwing Sara out on the street it was better to use her for Miss Minchin's business. Sara's position has changed, and she can still get a place to live from Miss Minchin, even so Sara had to work at Miss Minchin's Seminary.

B.2. Workhouses

English parishes were formally given responsibility for the poor and defenceless, including the elderly, the ill, and the orphans, as a result of the workhouse described in journalist Laurence Dopson's 1601 book, *The Poor Relief Act*. Victorian England was governed by the government, financially supported by local taxes, and provided a shelter for those who were homeless and without a roof (Dopson as cited in Vyoralová 18). Crowther also stated that, workhouses are typically schools, hospitals, and nursing homes where the underprivileged and

children must take care of some basic daily necessities (Crowther as cited in Vyoralová 18).

When Sara's position had changed, she was still given a place to live by Miss Minchin but with the condition that she had to work at Miss Minchin's Seminary. This can be seen in the following quote: *Miss Minchin: "Captain Crewe is dead," she said. "He has died without a penny. **That spoiled, pampered, fanciful child is left a pauper on my hands.**"* (A Little Princess 129). In the quote, it describes that Miss Minchin has taken Sara. However, with the condition that Sara has to work at Miss Minchin's Seminary, because no one else will fund Sara except herself.

As for other quotes that prove that Sara had to work at Miss Minchin Seminary, the following can be seen in this quote: *Janet: "**She is a kind of servant at the seminary,**" Janet said. "**I don't believe she belongs to anybody. I believe she is an orphan.** But she is not a beggar, however shabby she looks."* (A Little Princess 195). The quote explains that Sara worked at Miss Minchin's seminary to support her own life because no one else could support Sara after her father's death.

C. Social Inequality Experienced by Sara Crewe Because Being an Orphan in the Victorian Era

Children from the poorest families are constantly expelled from school and forced to work to survive. Most of the time, their income is insufficient to even cover their most basic needs, much less guarantee their survival. (Vyoralová 17).

These children suffered extreme abuse, terrible treatment, and frequently never found a loving place to live (Vyoralová 18).

The orphans bear the risk of falling into poverty and ending up in terrible workhouse institutions. Moreover, the orphans run the risk of losing their social standing, moving into the working-class, or perhaps going destitute (Gymnich et al. 15).

Due to her social class changing from the upper-class to the working-class, Sara's character in this book experiences some inequality. The following can be seen in this quote: *Miss Minchin: "Go and tell her to take off that preposterous pink silk gauze, and put the black one on, whether it is too short or not. **She has done with finery!**" (A Little Princess 129).* From the quote is one of the things that Sara experienced in her class transfer position. Since the death of her father, Sara had to leave all her luxury goods which later she would experience some of the difficult conditions of being an orphan in the working-class during the Victorian era. As for other quotes that explain similar things about what Sara experienced, here are the quotes below:

Miss Minchin: "Everything will be very different now," Miss Minchin went on.

Miss Minchin: "I suppose Miss Amelia has explained matters to you."

Sara Crewe: "Yes," answered Sara.

Sara Crewe: "My papa is dead. He left me no money. I am quite poor." (A Little Princess 138)

From the quote above it is explained that orphans belong to the working or lower class in the Victorian era had to face the fact that they lived in poor conditions and had to support themselves. In the novel, Sara is a poor young girl who has been orphaned since her father's death. The following phrases from the book serve as examples of other quotations that demonstrate a similar idea:

One of the most curious things in her new existence was her changed position among the pupils. Instead of being a sort of small royal personage among them, she no longer seemed to be one of their number at all. She was kept so constantly at work that she scarcely ever had an opportunity of speaking to any of them, and she could not avoid seeing that Miss Minchin preferred that she should live a life apart from that of the occupants of the schoolroom. (A Little Princess 151)

From the quote above it clearly said that Sara's changing position after her father's death brings the reality that Sara must continue to work to continue living. The reality of Sara's life was completely different when she first arrived at Miss Minchin's Seminary like a rich little princess with a very striking appearance among the other pupils.

According to Vyoralová the poorest families frequently have children expelled from school and made to work to survive (14). In the novel, Sara has to leave the seminary and focus on working at Miss Minchin's seminary, this can be seen in the following quote:

Miss Minchin: "You will have no time for dolls in future," she said. "You will have to work and improve yourself and make yourself useful." Sara kept big,

strange eyes fixed on her, and said not a word (A Little Princess 138). From these quotes it can be described that, due to unsupportive circumstances and no one to rely on besides herself, especially in the Victorian era, Sara had to support her own needs with her hands to make ends meet. As for other quotes show the same thing, it can be seen from the quote below:

*Miss Minchin: "Don't put on grand airs," she said. "The time for that sort of thing is past. You are not a princess any longer. Your carriage and your pony will be sent away—your maid will be dismissed. **You will wear your oldest and plainest clothes—your extravagant ones are no longer suited to your station. You are like Becky—you must work for your living.**" (A Little Princess 140).*

From the quote above describes that survival for children with poor conditions is only by working. Sara is no longer a rich little girl, now she is a poor little girl who has to work hard for her own life.

According to Eke, inequalities in areas including power, income, authority, working and living circumstances, education, life expectancy, and lifestyle became a significant issue in the 19th century (71). When Sara's position has changed, her life is the same as Becky who comes from the working-class, an example of a quote can be seen below:

Somehow, all at once, Sara understood. She realized that this was the beginning of the change Miss Minchin had spoken of.

Sara Crewe: "Where is my room?" she asked, hoping very much that her voice did not shake.

Miss Minchin: "You are to sleep in the attic next to Becky."

Sara knew it where it was. Becky had told her about it. She turned, and mounted up two flights of stairs. The last one was narrow, and covered with shabby strips of old carpet. She felt as if she were walking away and leaving far behind her the world in which that other child, who no longer seemed herself, had lived. This child, in her short, tight old frock, climbing the stairs to the attic, was quite a different creature. (A Little Princess 143-144).

In response to the quote social inequality for poor children with higher social status lies in the place where they live. The working children usually after they do their work, they rest in the cramped attic. This also happened to Sara, after the work she did all day long she no longer rested in her room which was full of luxury but now a cold, narrow and dark attic was all she could get. It can also see a quote from a similar novel: ***Sara Crewe: "Oh, Becky," she said. "I told you we were just the same—only two girls—just two little girls. You see how true it is. There's no difference now. I'm not a princess anymore."*** (A Little Princess, 145-146). From the quote, it clearly said that different conditions and social status. Now, Sara's position is the same as Becky the servant at Miss Minchin's Seminary. Every day she would do the same thing as Becky and no longer feel like a princess.

As for another situation when Sara had changed her class position, it is also illustrated in the novel when all the students had breakfast, this can be seen in the quotation below:

When she went down to breakfast, she saw that her seat at Miss Minchin's side was occupied by Lavinia, and Miss Minchin spoke to her coldly.

Miss Minchin: "You will begin your new duties, Sara," she said, "by taking your seat with the younger children at a smaller table. You must keep them quiet, and see that they behave well and do not waste their food. You ought to have been down earlier. Lottie has already upset her tea." (A Little Princess 149)

In the quote above it is explained that certain class statuses are unequal due to different lifestyles caused by social class position. Sara used to be able to eat breakfast at the same table as Miss Minchin and the other students during her heyday, which was characterized by prosperity. Sara, however, was compelled to keep working on watching the students during breakfast because of her condition, which had turned her into a servant girl.

According to Vyoralová, abuse, cruelty, hunger and neglect were embodied in everyday life of the children (19). The quotes below demonstrate that Sara also went through this:

Sara was sent out again and again, until her shabby clothes were damp through. The absurd old feathers on her forlorn hat were more draggled and

absurd than ever, and her downtrodden shoes were so wet that they could not hold any more water. Added to this, she had been deprived of her dinner, because Miss Minchin had chosen to punish her. She was so cold and hungry and tired that her face began to have a pinched look, and now and then some kind-hearted person passing her in the street glanced at her with sudden sympathy (A Little Princess 244).

From that quote above it clearly said that the condition of poor children working in adult businesses at that time was often treated inhumanely. For example, in the novel, Sara is a poor little girl who is often punished by Miss Minchin for mistakes in Sara's work. Sometimes she was deprived of food and left Sara with an empty hungry stomach. There are also other quotes that represent the same situation, here are the example:

Sara had always been an annoying puzzle to her, because severity never made her cry or look frightened. When she was scolded, she stood still and listened politely with a grave face; when she was punished, she performed her extra tasks or went without her meals, making no complaint or outward sign of rebellion (A Little Princess 326)

From the quote above unfair and inhumane treatment of poor children who worked in the Victorian era made them depressed because of the cruel treatment of their superiors to their subordinates. Sara often gets cruel treatment from Miss Minchin but she is still forced to work and do many tasks without even having time to eat a grain of rice or a piece of bread.

According to Vyoralová, their earnings typically do not even cover their basic expenses, much less even provide for their survival (14). Throughout the day Sara performs full-time duties but for disproportionately high pay, this is reflected in the following excerpt from the novel: *Sara could be trusted with difficult commissions and complicated messages. She could even go and pay bills, and she combined with this the ability to dust a room well and to set things in order.* (*A Little Princess* 150). From this quote, the amount of income earned for working children is sometimes not in accordance with the workload they are carrying. Sara's wages when working under Miss Minchin's control at her Seminary sometimes had difficult wages, and Sara had to keep managing it for her daily needs.

Vyoralová also stated that not only were the working hours too long, but as the result of having worked in a cold and damp environment, the children often became ill or disabled for life. (Vyoralová 16). In the novel, Sara works all day without stopping and sometimes makes herself tired, this can be seen in the quote below:

That night, when Sara went to her attic, she was later than usual. She had been kept at work until after the hour at which the pupils went to bed, and after that she had gone to her lessons in the lonely schoolroom. When she reached the top of the stairs, she was surprised to see a glimmer of light coming from under the attic door. (*A Little Princess* 160).

From the quote above it is stated that hard and tiring physical work, children of workers often have to keep doing their job tirelessly. In this novel, Sara has

experienced a shift in social class. The wealth, luxury, and indulgence that she got before, now she has to work every day with no time limit and work that is quite physically tiring. Working hours are long and tiring for the children of workers, they often have to sleep late at night. In this novel, Sara works long hours and has time off after all the work is done which is late at night in her attic.

The tiring manual work for the children forces them to still be able to support their needs. In the novel, Sara has a lot of work that she has to finish all day long. This can be seen in the quotation below:

She had no one to talk to; and when she was sent out on errands and walked through the streets, a forlorn little figure carrying a basket or a parcel, trying to hold her hat on when the wind was blowing, and feeling the water soak through her shoes when it was raining, she felt as if the crowds hurrying past her made her loneliness greater. (A Little Princess 188)

From the quote above busy work and class inequality, workers in the Victorian era had to focus on work and only continue with their tasks. Almost every day, Sara had no time to talk to her friends or was not allowed to talk at all, her days were filled with her work at Miss Minchin's Seminary. As for the novel also proves a similar incident, the following excerpt below:

She knew what Miss Minchin intended that her future should be. So long as she was too young to be used as a regular teacher, she would be used as an errand girl and servant and yet expected to remember what

she had learned and in some mysterious way to learn more. (A Little Princess 217)

According to the quote above often with a variety of jobs to do, sometimes the children of workers in the Victorian era had to do additional work. In this novel, Sara as a servant she also performs double work by being a French teacher at Miss Minchin's seminary and she has to do those tasks without complaining.

Sara was sent on errands in all weathers, and scolded and driven hither and thither; she was scarcely allowed to speak to Ermengarde and Lottie; Lavinia sneered at the increasing shabbiness of her clothes; and the other girls stared curiously at her when she appeared in the schoolroom. (A Little Princess 339)

Clearly from the quote above often in bad situations and extreme weather. The children of workers are still forced to do their jobs. Sara, in this novel also experiences the same thing, namely she has to work regardless of time and weather, she has to keep rushing to and fro with her small body.

Sara never made any mischief herself, or interfered with anyone. She worked like a drudge; she tramped through the wet streets, carrying parcels and baskets; she labored with the childish inattention of the little ones' French lessons; as she became shabbier and more forlorn-looking, she was told that she had better take her meals downstairs; she was treated as if she was nobody's concern, and her heart grew proud and sore, but she never told anyone what she felt. (A Little Princess 153-154)

From the quote above during the Victorian era, the children of workers often worked under pressure. Ever since Sara dropped her class, she has been working like a person with no other purpose than just working full time. Every day she passed through the dirty streets carrying a basket, her clothes were shabby and like a child who was not well groomed.



CHAPTER V

CONCLUSION AND SUGGESTION

Resulting of the discussion in chapter IV, this chapter is divided into two sub chapters they are the Conclusion and Suggestion.

A. Conclusion

In this study, several issues are described, namely regarding social class stratification in general in the Victorian era, the condition of orphans in the Victorian era, and social inequality that happened to orphans, especially to Sara Crewe's character in the novel.

The first issue is the Victorian era, the novel presents a depiction of social class stratification through its characters. Three major classes are evident: the upper-class, exemplified by Sara Crewe, daughter of Captain Crewe, who enjoys a life of luxury due to her father's wealth; the middle-class, represented by Miss Minchin and Miss Amelia, who operate a girls' seminary emphasizing education as a means of livelihood; and the working-class, embodied by Becky, an orphaned girl working tirelessly at the seminary. This classification reflects the Victorian societal structure.

The second issue explores the challenges faced by orphans during the Victorian era. The central character, Sara Crewe, undergoes experiences involving workhouses, adoption, and fostering due to her father's passing. As customary, orphans would be relocated to the nearest kin. In Sara's case, her closest relative is Miss Minchin, who offers her a place to stay under the condition of serving at the seminary and residing in the attic. The story illustrates the reality of workhouses,

where orphans are compelled to work for their sustenance. Despite her circumstances, Sara spends her days at the seminary as a servant, instructing pupils in French and performing additional tasks for minimal compensation. She chooses to live in the seminary's attic instead of facing life on the streets.

The third issue addresses the issue of social inequality confronted by orphans in the Victorian era. Within the novel, Sara encounters hardships as her social standing shifts. Her altered class position leads to instances of hunger and a noticeable absence of empathy due to her changed circumstances. Despite her relentless efforts, Sara's earnings do not match the strenuous work she undertakes throughout the day, underscoring the disparity she faces.

In conclusion, clearly in this study it can be concluded that the shift in social status experienced by the main character in the novel *A Little Princess*, Sara Crewe raises various kinds of issues that are felt by Sara. Social class stratification in the Victorian era, what the conditions were for being an orphan, and how social inequality was felt by Sara due to being an orphan in the Victorian era. It can also clearly be drawn that the relationship between being an orphan and social class has an effect on life, namely the existence of social inequality that is felt by the main character, Sara Crewe.

B. Suggestion

There are many different kinds of suggestions that are possibly offered to readers in relation to this study. *The Old Curiosity Shop* novel by Charles Dickens, for instance, can be analyzed using historical background research for the era of the Victorian. Second, readers may employ more theories to examine the novel *A Little*

Princess, including Marxism and the theory of Psychoanalysis. Thirdly, Abraham Maslow's theory of self-actualization may can be explored through the viewpoint of the novel *A Little Princess*.



REFERENCES

- "Fostering." Cambridge Dictionary | English Dictionary, Translations & Thesaurus, dictionary.cambridge.org/dictionary/english/fostering. Accessed 16 Aug. 2023.
- Albrecht, Milton. "The Relationship of Literature and Society." The University of Chicago Press, State University of New York, Apr. 2018.
- Barrett, Kara. *Victorian Women and Their Working Roles*. 2013. State University of New York.
- Dupovac, I. "Charles Dickens' Display of Social Space and Class Hierarchy in *Great Expectations*". *MAP Education and Humanities*, vol. 2, no. 2, June 2022, pp. 1-13, doi:10.53880/2744-2373.2022.2.2.1.
- Eke, Obiora, and Ifeoma Abana. "The Reality of Social Class and the Victorian Period in the Sights of *David Copperfield* and *Oliver Twist*." *International Journal of Zambrut*, vol. 2, no. 1, Feb. 2021, pp. 69–83.
- Eva König, the Orphan in Eighteenth-Century Fiction: The Vicissitudes of the Eighteenth-Century Subject." *PALGRAVE MACMILLAN*, no. 48, British Association for Romantic Studies, Oct. 2014, <https://doi.org/10.1057/9781137382023>.
- Fisher, Philip A. "Review: Adoption, Fostering, and the Needs of Looked-after and Adopted Children." *Child and Adolescent Mental Health*, vol. 20, no. 1, Wiley-Blackwell, Dec. 2014, pp. 5–12. <https://doi.org/10.1111/camh.12084>.

- Floyd, David. *Street Urchins, Sociopaths and Degenerates: Orphans of Late-Victorian and Edwardian Fiction*. 2014, ci.nii.ac.jp/ncid/BB15857406.
- Gymnich, Marion, Barbara Puschmann-Nalenz, and Gerold Sedlmayr. *The Orphan in Fiction and Comics since the 19th Century*. Cambridge Scholars Publishing, 2018.
- Hancock, Beverley, et al. *An Introduction to Qualitative Research*. 2009.
- Hiraide, Lydia. *SOCIAL INEQUALITY*. May 2013.
- Hughes, Kathryn. "The Middle-Classes: Etiquette and Upward Mobility." *Discovering Literature: Romantics & Victorians*, British Library, 15 May 2014, www.bl.uk/romantics-and-victorians/articles/the-middle-classes-etiquette-and-upward-mobility.
- Kendrick, Milton. *An Evaluation of the Differences Among Lower, Middle, and Upper Socio-economic Groups in the Sixth Grades in the Ogden City Schools with Regard to Scholastic Achievement*. 1965. Utah State University.
- Mitchell Sally. *Daily Life in Victorian England*. Greenwood Press 1996.
- Peters, Laura E. R. *Orphan Texts: Victorian Orphans, Culture and Empire*. 2000, ci.nii.ac.jp/ncid/BB17256440.
- Poorghorban, Younes. "Indoctrination of Victorian Class Identity: Arnold and Shaw, Beyond Victorian Class Struggles." *Journal of Narrative and Language Studies*, vol. 9, 16 June 2021, pp. 21–33.
- Ugwu, Chinyere. N. and Eze Val, H. U. (2023). *Qualitative Research*. IDOSR *Journal of Computer and Applied Sciences* 8(1). pp. 20-35.

Vyoralová, Kateřina. "Orphans in the Victorian Era in Jane Eyre and Oliver Twist."

(2018).

