

**CHAPTER III**  
**DESCRIPTION OF LOWOOD INSTITUTION AND**  
**MORTON SCHOOL**

**A. Lowood Institution**

1. The buldings in Lowood

Lowood is a social institution engaged in education. This school is called an institution because it is devoted to children who cannot afford or orphan, either mother, father or even both of them are dead. In addition to a modest payment from the student guardian, the school is also assisted by donors. So that the wheel of life in it can be helped and everyone involved survives and performs its duties well.

Lowood, even though a school institution that is dedicated to children who cannot afford, does not mean the school is small and has only a few classrooms. Far from it, Lowood is a large school and has many classrooms. Besides tha, because in it there are orphans who do not have parents anymore, then Lowood also provides residence like dormitory, so in addition to studying, Lowood also as a place to stay. More than that, Lowood also has churches and parks, so all activities can be done in the Lowood neighborhood. Here are the portrayal of the rooms in Lowood.

a) Large building; half of which seemed grey and old, the other half quite new. The new part, containing the shoolroom and dormitory, was lit by mullioned and latticed windows, which

gave it a church-like aspect: a stone tablet over the door bore this inscription:

*Lowood Institution. This portion was rebuilt A.D.,  
by Naomi Brocklehurst, of Brocklehurst Hall, in  
this country. “*

**Let your light so shine before men, that they  
may see your good works, and glorify your  
Father which is in heaven.”-St. Mat. V. 16.**

- b) Living room; This space is not too big compared to the other room. The walls were lined with ornamental papers, carpets, glittering mahogany furniture, and a large painting on the walls.
- c) Dining room; This room is spacious and long, but low ceilings. Inside were large wooden tables set in two at each corner. On the table were candles lined up along the table. In addition to candles, there are also large bowls for eating and drinking glasses which used together.
- d) Lowood’s garden; the garden was a wide inclosure, surrounded with walls so high as to exclude every glimpse of prospect. A covered verandah ran down one side, and broad walks bordered a middle space divided into scores of little beds: these beds were assigned as gardens for the pupils to cultivate, and each bed had an owner.<sup>1</sup>
- e) Brocklebridge Church; This church is quite far away in Lowood neighborhood, about 3 KM. This church is always used for worship every Sunday. Usually the principal will lead the way to the church, and the teachers will supervise the students while on the go while sharing food for lunch.

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<sup>1</sup> Charlotte Bronte, *Jane Eyre*, (San Diego: Canterbury Classics, 2012), 48.

f) Classroom; The room is quite spacious with some tables and some chairs. Usually the students will sit in groups in four semicircles and facing the teacher's desk when studying.

## 2. Characters in Lowood

- a) Naomi Blockehurs; The lady who built the new part of Lowood as the tablet records, and whose son (Mr. Blockehurs) overlooks and directs everything inside (Lowood).
- b) Mr. Blockehurs; The cruel, hypocritical master of Lowood Institution. He preaches a doctrine of privation, while stealing from institution to support his luxurious lifestyle. After a typhus epidemic sweeps Lowood, his shifty and dishonest practices were brought to light and he was publicly discredited.
- c) Miss Temple/Maria Temple; The superintendent of Lowood. She is a kind teacher at Lowood, who treats Jane and Helen with respect and compassion. She is one of Jane's first female role models. She helped clear Jane of Mrs. Reed's accusations against her.
- d) Miss. Scatcherd; Jane's sour and vicious teacher at Lowood. She behaves with particular cruelty toward Helen.
- e) Jane; Was an intelligent girl, honest, plain-featured young girl forced to contend with oppression, inequality, and hardship. Although she met with a series of individuals who threaten her autonomy, she repeatedly succeeds at asserting herself and maintains her principles of justice, human

dignity and morality. She also values intellectual and emotional fulfillment.

- f) Helen Burn; was Jane's close friend at Lowood. She endured her miserable life there with a passive dignity that Jane could not understand. She died of consumption in Jane's arms.
- g) Mr. Llyod; was a doctor who caring little Jane when in Gateshead. Always kind to Jane, he wrote a letter to Miss Temple confirming Jane's story about her childhood and clearing Jane of Mr. Blocklehurs charge that she was a liar.

### 3. Rules applied in Lowood

Each place must have its own rules. Moreover an institution, must have structured rules that must be obeyed and implemented by every member in it. That is true in Lowood as well. Lowood has its own rules to be obeyed and implemented by all members in it, whether by teachers, staff, or students. Here are some of the rules or rules that apply in Lowood.

- a) Waking up; Students will wake up when the first bell is sounded. After that the students must immediately get up and change clothes, then wash their face with water that has been provided in front of the bed. They had to queue to wait their turn, because every basin of water was reserved for six students. When the second bell sounds, all the students have to line up and walk into the schoolroom to then read the Bible and then study.

- b) Studying; The sound of the third bell was heard from a distance. Time for the students to start their morning study. The day's Collect was repeated, then certain texts of scripture were said, and to these succeeded a protracted reading of chapters in the Bible, which lasted an hour.
- c) Eating; The fourth bell sounds, sign all the students will get breakfast. Activities are quite tiring in the morning certainly makes the students hungry and want to eat food immediately. On top of two long tables were provided large bowls of hot food. But unfortunately, the smell of food that smelled charred and unhealthy. The burnt porridge is the same as the rotten potato. The most starving people will never eat it. Spotted spoons drove slowly to the mouths of the students who had sat with their hunger.

This turned out not only to take place in the morning at breakfast. Even at lunch and dinner, the menu is not an appealing menu, but a menu with an artificial scent. It is described as follows:

**“The dinner was served in two huge tin-plated vessels, whence rose a strong steam redolent of rancid fat. I found the mess to consist of indifferent potatoes and strange shreds of rusty meat, mixed and cooked together. Of this preparation, a tolerably abundant plateful was apportioned to each pupil. I ate what I could, and wondered within myself whether every day's fare would be like this.”<sup>2</sup>**

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<sup>2</sup> Charlotte Bronte, *Jane Eyre*, 50.

More than it, the food served was still lacking so cannot fill the starving stomach. So, the students have to go through those days with a stomach that never satiates.

- d) Hair and clothing; From hair and clothes Lowood has his own rules. This school requires all students with plain locks combed from their faces, not a curl visible. In brown dresses, made high and surrounded by a narrow tucker about the throat, with little pocket of holland (shaped something like a Highlander's purse) tied in front of their procks, and destined to serve the purpose of a work-bag. All there are wearing woollen stockings and country-made shoes, fastened with brass buckles.
- e) Divine at Blocklebridge Church; The divine was held on Sunday morning. Principals, teachers and students should go to church under any circumstances. They do this until Sunday afternoon. Meanwhile, Sunday evening was spent in repeating, the Church Catechis, and the fifth, sixth, and seven chapters of St. Matthew. Listening to a long sermon, read by Miss Miller.

#### 4. Moral values

Every effort and action must have results, whether visible or not. But it will certainly be useful, for yourself, others, or the environment. Likewise, with the lives of Jane, Helen, Mrs. Temple, Mr. Blocklehurs, and others. All their actions and endeavors produce something of value, great wisdom, that is moral values. Where the values can be adapted, can be a

motivation, reflection, and trigger the spirit for the next life.

Here are the values:

a) Not to judge by appearances. It's like that Helen told Jane,

**“I am as Miss Scatcherd said, slatternly. I seldom put, and never keep things in order. I am careless. I forgot rules. I read when I should learn my lessons. I have no method and sometimes I say, like you, I cannot bear to be subjected to systematic arrangements. This is all very provoking to Miss Scatcherd, who is naturally neat, punctual, and particular.”<sup>3</sup>**

Unlike Miss Scatcherd, Miss Temple shows her concern as a teacher in kindness. It looks like:

**“Miss Temple is full of goodness. It pains her to be severe to any one, even the worst in the school. She sees my errors, and tells me of them gently, and if I do anything worthy of praise, she gives me my meed liberally.”<sup>4</sup>**

This shows that everyone has their own way of educating. One thing is certain, a teacher would want his students to succeed.

b) Best and hate. It is not violence that best overcome hate, nor vengeance that most certainly heals injure.

c) Be patient and keep trying. In any difficulty, as a human, it is fitting for us to surrender and to seek the best of God. Because this is all destiny. But in addition to surrendering,

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<sup>3</sup> Charlotte Bronte, *Jane Eyre*, 56.

<sup>4</sup> Charlotte Bronte, *Jane Eyre*, 57.

as intelligent individuals, humans should keep thinking and trying to improve their ability to be better.

- d) Be grateful. As Jane said, **“Well has Salomon said: “Better is a dinner of herbs where love is, than a stalled ox and hatred therewith.” I would not now have exchanged Lowood with all its privations for Gateshead and its daily luxuries.”**

## **B. Female School in Morton**

### 1. Description of Morton School

Morton is a village located in the cool windy mountains in the heart of England. The population there is an average farmer. The farmer and his wife, working on the rice fields or working in a rice mill. Even their children are also not infrequently to help them do this grunt work. Their lives look so peaceful in this village. They look so adept at cultivating fields and rice.

Unfortunately, the prosperity among them is not yet complete. The children of these farmers cannot access education. Because there is not a single school standing yet. Among all the children in the village, only three to five people can read, the rest they cannot. Besides reading, they also cannot count and write. Only a few girls can sew. All this backwardness did not make the government moved to set up school, until one day, a pastor named Mr. John Rivers, saw this reality and started school. But at that time only a school for men was built. As for women, it still cannot be planned because there are no teachers who want to live there to teach. During his two years of teaching, John

finally met Jane. He offers Jane to be a teacher who will teach and live in the place he has provided, not far from school, so it will be easy for Jane to go to school.

## 2. Description of School

The building is not as big as the building in Lowood. It even has only one classroom. The walls of the classroom were so gloomy because there was not a single ornament attached to it. The school building is connected to the walls of the teacher's house, to stay temporarily there. This teacher's house seems pretty good to live in. The description of the house is as follows:

**“My home, then when I at last find a home-is a cottage. A little room with whitewashed walls and a sanded floor. Containing four painted chairs and a table, a clock, a cupboard, with two or three plates and dishes, and a set of tea-things in delf. Above, a chamber of the same dimensions as the kitchen, with a deal bedstead and chest of drawers.”<sup>5</sup>**

A simple house, but comfort to stay in alone.

## 3. Charatcters in Morton

- a) St. John Rivers; server as Jane’s benefactor after she runs away from Thornfield, giving her foof and shelter. The minister at Morton. He is cold, reserved, and often controlling in his interactions with others.
- b) Rosamond Oliver; is a beautiful daughter of Mr. Oliver, Morton’s wealthiest inhabitant. Rosamond gives money to the school in Morton where Jane works.

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<sup>5</sup> Charlotte Bronte, *Jane Eyre*, 363.

c) Pupils; Jane's pupils. Three of them can read, none write or cipher. several knit, and a few sew a little. they speak with a broadest accent of the district. some of them are unmannered, rough, intractable, as well as ignorant. but others are docile, have a wish to learn, and evince a disposition that please Jane.<sup>6</sup>

#### 4. Moral values

The values of life that exist in Morton are related to Jane's work as a teacher. The values of life are as follows:

- a) Being a teacher or educator is not a despicable job, dull, let alone moral decline. Precisely this is an authoritative, understated work, educating many lives. Despite its serving nature, cannot be condescending if the aim is to improve mankind.
- b) Human rights. Every human being has the same rights as another human being. There is no right to differentiate between women and men, including in education. Jane realized that her students also deserved the same educational rights. No status, rich or poor, noble or slave, far or near, beautiful or not, smart or stupid. It's all the same in Jane's eyes. For Jane, her students have had the gift, talent, intelligence and morals since they were born. All Jane has to do is generate the grace they already have.
- c) Earnestness. Jane's students at first were students who could not read, write, count, and only a few could sew. But with the earnestness of Jane in educating and teaching science to

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<sup>6</sup> Charlotte Bronte, *Jane Eyre*, 363

them with affection, until at last Jane's efforts succeed. An effort that is not in vain, it creates a sense of fun as well as proud of her students. Even this sense cannot be represented by any words. That is the result of hard work and earnest in devotion as a teacher in a remote village.