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## Gender and Education in Bernard Shaw's *Pygmalion*

Dissertation submitted as partial Fulfilment of a L.M.D *Master* degree in Literature and Civilization

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# Declaration of Originality

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## Dedication

- In the beginning, I would like to offer all my efforts and humble work to my dead father. Sadly, you do not share my joy today, but this will not prevent me from saying that I am proud that you are my father. I have learned patience from you until I achieve my goal ... Thank you.
- I would like to extend my great gratitude and sincere thankfulness to mother for the unlimited amount of encouragement and support I have received. Without her love and prayers, I would not stand where I am today.
- I would also like to extend my appreciation to all my brothers and sister for their love and support, which contributed to making this work possible. (*Noura- Mohammed-Abd Elkader & Youcef*).
- To my uncle *Mohammed*, who has always been by my side, thank you for trusting me and encouraging me to move forward.
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## **Abstract**

This research work aims to explore gender differences, mainly in education in English literary works through shedding light on the structure of the Victorian society. It also attempts to study how the characters in Shaw's *Pygmalion* portrayed the reality of society. Henceforth, *Pygmalion* was analysed following some approaches from literary criticism, mainly feminist literary criticism. As such, the researcher tried to give an in-depth look on the status of women and the emergence of women's liberation movements within the Victorian society, moreover to study the status of education at that time as a very important component to get a glimpse on the nature of that society. To this end, the findings revealed that Shaw exposed social abuses against the lower class in general and women in particular by putting the wrong principles publicly on the stage.

**Keywords:** Education, feminism, gender, language, upper and lower class, Victorian society.

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# **General Introduction**



Literature during the Queen Victoria era entered a new phase called the Victorian Literature (1837-1901). Romanticism had preceded realism, the writings of this period were characterized by a combination of romance and realism. This era produced writers such as Alfred Lord Tennyson and Robert Browning, poets as Alfred Tennyson and even great critics. Literature tended to be realistic and dealt with social issues and problems. It abandoned Victorian principles and focused on moral purpose. Literature had been popular within society and many works have been transformed into modern cinematic works.

Victorian society had known its laws and harsh beliefs towards women for them on the woman Tadia family duties to the fullest as housewives and wives subject to their husbands and they have no right to intervene, these topics belong to men. All this inferior treatment of the female was for fear of obtaining awareness, which may prompt them to claim her rights such as good treatment and equality between them and the opposite **gender** and the situation continued until the emergence of the feminist movement. Women began to engage in all areas that were the preserve of men. Thus, they started working in factories and farms. However, they did not neglect the care of the house and the children.

At that time, the authors addressed their concerns to topics that reflected the current reality within Victorian society, the most important of which is the issue of women, gender and education. There were many views and opinions among the authors on these topics. *Pygmalion*, a masterpiece of George Bernard Shaw, first performed in 1914, The play is a humane comedy about love and the English class system. In his work, Shaw presented the facts and realities of Victorian society and raised the issue of women and their lives at that time. The main character, Eliza, played in this play the role of a woman from the lower class who was rejected by the community only because she has a poor accent and starts a journey of struggle to learn the rules and laws of the upper class of society.

The central aims of the current research work are to examine gender differences in the Victorian era through *Pygmalion*. It also tends to explore the issue of education

and how it is seen as a right for men not women. Finally, it attempts to investigate how females struggle and how they try to get their rights under men domination.

Shaw portrayed many issues, beginning from the status of women and sexuality to the distinction between social classes and the status of education for women. The central problem of the present work is what is the position of women from education in the Victorian era? In this regard, the following research questions can be asked:

1. How did Shaw treat gender and education issues?
2. How were males and females represented in *Pygmalion*?
3. How did Liza struggle for the right of women in education?

The following research hypotheses are suggested for the above research questions:

1. Shaw shed light on the issues of gender and education through Eliza's core character, explaining how Victorian society views both sexes and the status of education for both.
2. He represented males and females by clarifying the position of females at home and society where men were viewed as superior beings to women.
3. Eliza as a non-educated person, she struggles against herself and the Victorian norms with using the right of education for women also. Education made her a lady, and so she can't go back to her former environment and sell flowers as she used to do.

This dissertation consists of three chapters. The first one presents an overview of Victorian literature and society. It also deals with literary criticism, which is useful for improving reading skills and understanding the problems of the subject. The second describes the status of women during the eighth and ninth centuries. Furthermore, the chapter explains gender differences at all levels and linguistic differences between the two males and females. The last chapter aims at clarifying the women's position in society through analyzing Shaw's *Pygmalion* and tries to shed light on the issue of gender role and education in the play.

# **Chapter One:**

## Gender in Literature

### 1.1. Introduction

As soon as the term women is mentioned, everything that comes to one's mind has a relation with beauty, appearance, and participation in labour, heavy household, and a lot of babble. This what is known as the stereotype image of female prevail for centuries, one cannot blame who believes in these traditions. While females have met these exceptions for a very long time by force, subordinate status to men is a reason for these traditions because society is dominated by males. One can take Britain as a good example to present different roles played by females in that period; they were oppressed without any freedom to select their way of living.

In light of this tight, the present chapter aims at clarifying the concept of female representation in literature and tries to shed light on the notion of gender and its place in literature. Accordingly, it will review how society affects literature, along with a focus on feminist literary criticism.

### 1.2 Literature and Society

Literature always tries to reflect on society. There is no doubt that literature in history has the power to change society and the whole system of life. Before we start talking about **research work for the present work**. We should know **what is literature** , and what is meant by society?

Literature is any written work; it had a huge role in creating the world as it is today. More academic understandings of literature focus on works such as novels, essays, poetry, and drama; although less academic forms of writing, such as letters or emails, also qualify as literature in a broader sense. Either by talking about society, an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes, in one country. In this regard, Albrecht (1954) highlights the following:

**In most theories of the relationship between literature and society reflection, influence, and social control are implied. Literature is interpreted as reflecting norms and values, as revealing the ethos of the culture, the processes of class struggle, and certain types of social "facts." "Influence" is**

**not strictly the reverse of reflection, since social stability and cultural ideals are involved. Social control, however, articulates closely with one version of reflection, though to a limited extent in complex, dynamic societies. (p. 425)**

Naturally, society creates literature. It may be described as the mirror of society, but the great responsibility falls on writers because they are whom who convey the reality of society to the reader. After all, society is the bond of fellowship between man and man through communication that a poet or a writer seeks. In this vein, Fisher (1992) maintains that:

**Literature is at once the cause and the effect of social progress. It deepens our natural sensibilities and strengthens by exercise our intellectual capacities. It stores up the accumulated experience of the race, connecting past and present into a conscious unity; and with this store it feeds successive generations, to be fed in turn by them. (p. 6)**

Literature is a reflection of stereotypes, thoughts, customs and even the traditions of society. It depicts different aspects of the life of the individual and groups. Literary works if they have a good knowledge value provide the best educational opportunities, on the other if not available to the high value, they can not be used and this leads to deprivation of the opportunity for intellectual growth .In this sense, Fisher(1992) asserts that :

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Contemporary literature is intended today to stimulate thoughts. According to contemporary people, it must contradict tradition by creating forms and techniques. In short, literature is an art. It is today in the heart of songs and harmonious rhythms and gives inspiration as it provides a voice to people in order to express their views. It will inevitably continue through ages as long as our world will continue to live with literature in an integrative relationship.

### 1.3 Gender in Literature

It is not hidden to us that literature is an integral part of society as it is explained through the previous title; it has a great role in influencing it. There have been many positions in which literature has directly and immediately influenced real circumstances. It depicts social issues like gender roles, racism, class distinction, and feminism. The dominance of one sex within societies is the issue adopted by the feminist movement. From their perspective, a society, that does not provide gender equality, is not a fair society.

Feminism basically means guarding equal rights for women as enjoyed by men. It does not talk only about the social rights and the political as well as economic rights of a woman but also in the literary level. What is commonly known about feminists usually illustrates the difference between gender and sex, and the stereotypical view of women. They also believe that gender roles can be changed over time.

By the eighteenth century, some female writers wrote about women's issues to earn their living, and from here they opened doors for other writers. They also learned printing skills for their business. Later on, they opened several doors for other women through the feminist movement, so they could keep up with the literature of writing and publishing.

According to critics, male and female authors were not that different and it was not necessary to identify a separate class of literature as feminist or look for traces of feminism in literature. After the entry of women into the world of literature, male writers have treated women as an important issue. AS an example the Norwegian writer Henrik Ibsen portrayed the problems of women in his play "*A Doll's House*" and talked about the male society more frank than before. In this sense, Brinlee (2016) claims that:

The feminist movement, but there is a slew of female writers out there whose names remain less-known, despite the fact that their work helped drive and shape feminism as we know it today. You may not have heard of these feminist writers,

but trust me when I say that I think you'll be glad you did. Simone De Beauvoir 1949 with her book *The Second Sex*, Mary Wollstonecraft *A Vindication of the Rights of Woman* in 1792, Audre Lorde *Sister Outsider*, Chimamanda Ngozi Adichie *We Should All Be Feminists*, Mona Eltahawy *Headscarves and Hymens*

(para. 3)

Writers, who wrote works with an underlying feminist principle, include Jane Austen and Virginia Woolf as some of the earliest representatives of this movement.

Famous works of feminist literature, both non-fiction and fiction, include Virginia Woolf's "*A Room of One's Own*", "*The Handmaid's Tale*" by Margaret Atwood, Simone de Beauvoir's "*The Second Sex*", Susan Bordo's "*Unbearable Weight: Feminism, Western Culture, and the Body*", "*Feminist Fairy Tales*" by Barbara G. Walker, Alice Childress's "*Like One of the Family*", Azar Nafisi's "*Reading Lolita in Tehran*", "*When Everything Changed*" by Gail Collins, and Sylvia Plath's "*The Bell Jar*".

By the end of the nineteenth-century, women writers expanded their subject matter, moving beyond highlighting the lives and hardships suffered by women locked in domestic prisons. Instead, they increasingly expressed their individualism and demanded more equal partnerships—in marriage, public life, law, and politics with men (Feminism in Literature Women's Literature in the 19<sup>th</sup> Century-Essay, n.d, para. 5).

#### **1.4.Literary Criticism**

In many cases, the term criticism leads to a negative impression and everything that comes to mind is an attempt to catch mistakes and problems, but the term means more than that, it comes from the Greek verb "Kritikos", which means to judge. Actually, a critic person is the person who expresses an opinion or a reality of things. Indeed, literary criticism is a formal study and discussion of literary works, poems, stories, novels and plays.

The literary phenomena pass through stages and ages. Classic and Romantic criticism in the nineteenth century up to the new criticism. In the fourth century BC

Aristotle Wrote the “poetics”, this work developed the concepts of mimesis (terms used in literary criticism has existed since literature was found. It is also like other literary criticism and philosophy) and catharsis (purification of emotions as pity and fear). In the renaissance, critics developed classical ideas about the unity of form and content. The Romantic Movement introduced new aesthetic ideas to literary studies. In the nineteenth century, a group of famous authors appeared such as Matthew Arnold with their literary criticism, while new criticism emerged in post-world war and focused on the intrinsic value of a work of art.

Literary criticism has several benefits, including improving reading skills and understanding the problems involved in a topic. It has divided into several trends including:

### ***1.4.1 Sociological Criticism instead of social***

Social Criticism is a critique that studies literature through phenomena in society. It determines the extent to which society influences literature and vice versa. .Kenneth Burke was the first to present such criticism during the Twentieth century in his work "*Literature as Equipment for Living* ". All aspects of society are carried out in criticism such as culture and behaviour, religious beliefs and many other phenomena, including the standard of living as well as economics and politics.

The critic's specific purpose is making a value judgment and enriches the reader's understanding of a literary work. According to Fletcher (1974), the social critic should be concerned with the interpretation of the history of modern society and its major crises. Developing decisive value judgments leads when possible to effective action and systematic ordering of concepts, propositions and techniques in order to stimulate further enquiry. In this regard, Harvey (2013) highlights:

It was no 'school' of thought, social critics worked alone. It had no center as had critical theory in neither Frankfurt, nor ideology as had Marxism. It had no methodological 'Code of Practice' as was developed by the technical specialists of the abstracted empirical tendency. Social criticism was not contained in any pseudo-philosophy of social relationships such as functionalism, behaviorism, symbolic interactionism or any other 'ism'. (para, 4)



One can say that literary criticism is not always similar to journalism. In contrast, Mills (1973) claims that it is important to comprehend both social sociology and philosophy. In here, every social critic should combine both methodology and theory in his criticism (Harvey, 2012, para. 5). In his part, Bottomore maintains that social criticism cannot be regarded as a science because it is influenced by social science (Harvey, 2012, para. 6).

Although there has been a disagreement between critics about the usability of social criticism in analyzing literary texts and its core as a science, this discipline proves its importance in approaching a literary masterpiece both socially and philosophically.

### ***1.4.2 Feminist Literary Criticism***

It is not easy to provide a specific definition of feminism; it is more than just a theory. Its definition depends on the cultural and historical reality of a society that is constantly changing. One of the goals of the feminist movement is to create a society free of oppression, class and freedom from gender bias. Bowles & Klein in Herminingrum (1994, p. 8) define feminism as:

A movement or even a consciousness departed from the perception that there is a discrimination of women all over the world, and action in order to discharge the imbalance situation both by men or women. Feminist theory has been developed from the theory into a particular feminist study through literary works. Feminist studies and Women's studies, "both challenge male intellectual hegemony.

(As quoted in Rachman, n.d., p. 1)

Hence, feminism specifically leads to a literary study that focuses on the analysis of women. Feminist literary criticism is a way to analyse literary texts and other cultural productions through the lens of feminist theories. This focuses on how literature reflects society.

One of the most important goals of literary criticism is gender equality. In this regard, critic Molieono in Tome (1992, p. 11) says that "Feminist literary criticism includes feminist, literary and criticism. The word of feminist connects closely with

feminism; a theory of equality suggests equality between men and women in politics, economic and social, and women's needs" (As quoted in Rachman, n.d., p. 8).

The spring of feminism as a movement helps in shedding light on many topics related to gender issues, women's rights and position in society. It also helps in interpreting the different literary texts on women' and men's relations, position and the issue of discrimination.

In many instances, literature is considered as the mirror of the society and reflects its norms, traditions and taboos in an artistic way. It explains the way its author thinks, believes and wishes in or for change. Literature also expresses one the most debatable topic in society over time which genders discrimination and women's position in society.

### 1.5.Social Class and Literature

The social class is a division of a certain segment according to the social hierarchy. The subject of the class has always been the subject of scholars and historians. Their views do not correspond to the definition of class. The term has wide and contradictory meanings. It is usually synonymous with the economic aspect of the economic, political or cultural situation of a group of people.

Social disparities were a major concern within Victorian society .During the period when England suffered from harsh living conditions and lack of work, a serial pyramid appeared on the head of the upper class, followed by the working and the poor class. Since literature is a reflection of what society is experiencing, the writers of this era deal with issues and problems experienced by people, including economic, social, religious, and even prominent events during that period, such as the Industrial Revolution, the feminist movement, and class conflicts. In this regard, Duhan (2015) says that "What writers of literature do is to transport the real-life events in their society into fiction and present it to society as a mirror with which people can look at themselves and make amends where necessary"( p. 192).

Alfred Lord Tennyson, Elizabeth Barrett Browning, her husband Robert Browning, Mathew Arnold, Charles Dickens, Charlotte Bronte, George Eliot and Thomas Hardy,

These writers were the most prominent in dealing with the topics of their society. It is well known that Victorian writers portrayed reality through their works, both plays and novels. The class difference is depicted between people and how each layer has its own behavior and language. As an example, the Victorian novel focused on conveying social reality through the events and characters contained therein. *Jane Eyre's* novel by Charlotte Bronte portrays the force majeure women have suffered and how they have struggled for their rights. We cannot fail to mention in *The Pride and Prejudice* of Jane Austen in which she talked about the problems of Victorian society.

In the Victorian era, the novel's expression of what is realistic has made it a focus of interest for the reader. As this genre flourished, the authors focused their commitment to expressing the spirit of the times and highlighting its issues. Charles Dickens was one of the greatest people in this field and was very popular at that time. He showed the ugliest aspects of England and how the poor suffer in a class-ridden society. In his novel *Oliver Twist* (1837), he travels the light on what class.

There is no doubt that, the feminist element was not absent from the wave of novel development. Some novelties came out to cover social issues and problems. One of the most important things dealt with by feminist actions is the case of women. They considered the case to prove themselves, they have suffered for a long time of social neglect and it is time to change and express their views. All the themes expressed the reality of women's oppression within a patriarchal society that believes in class diversity. They have struggled for equality, to get out of parental authority and to submit to the power of men.

In short, Victorian literature was used to criticize the foundations, beliefs and even Victorian rules in all socio-economic and even philosophical fields. In addition, it criticized the industrial world in England.

### **1.6. Gender and Education in the Victorian Era**

During the reign of Queen Victoria of England, the roles of females and males became more specific. Wives were left at home to do homework while men worked in factories and shops. They believed that women were more suitable for housework

because they were physically weak and morally superior. This argument was later used to prevent them from voting as being more influential within the home; Man had to get enough money to support the wife and his children. The young women had to stay chaste until they got married. They could not talk to any man without a married woman accompanying them.

Higher education and employment were unthinkable for women. All kinds of these pressures led to their rebellion and concealment of their affairs secretly. For example, Elizabeth Barrett used her illness as an argument to stay in a room above her house to write poetry .Charlotte Bronte (1847) expressed the stressful situation of women through a heroine in her novel and said in this regard :

**Jane Eyre:**

**women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags.(Charlotte Bronte, 1847,p127 chapter 12)**

But some young people, who were unable to get enough money to marry, resorted to the use of prostitutes because it was easy to find women of this type. This period was known as the spread of sexual diseases due to the presence of prostitutes and access to them and unfortunately led to a large mortality rate. Therefore, they enacted the Sexually Infectious Diseases Act 1860 and allowed medical examination for women suspected of having worked in this area, If the result is positive, she will be hospitalized until her recovery.

"*Angel at home*" is a term that qualifies women and teaches them a set of things that they qualify to attract a husband and open a house. In this regard, Jane Austen in her book *Pride & Prejudice* (1813) mentioned the skills that a completed girl should acquire:

**Caroline Bingley:**

A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages...; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions. ( p98 chapter 08)

"*The blue sock* "is also a name given to women who have devoted their time to the intellectual endeavour. It is considered as non-feminine as they are trying to break into the fields of men. Educated women were supposed to dilute their knowledge in a feminine way .Many doctors at the time reported that much of the study had a negative impact on women's ovaries, which later led families to refuse to enter their daughters, Oxford and Cambridge; for fear that they would not marry. But over time, women's colleges were opened to educate them and hence women began to raise awareness and demand their rights. The National Union for Women's Rights was established in 1897. More than forty years after the beginning of the Victorian era, it became necessary for females and males to obtain their primary education. Secondary education was not available for girls. Female teachers were required to choose between their profession or marriage, which forced them to remain unmarried and their salary was lower than that of male teacher (Caglar 2016).

We can say that it is true at the beginning of the Victorian era that the educational situation was not good. Women suffered from deprivation and pressure in many fields and were not allowed to teach like a man was allowed to do so. The most reached by women is learning piano and etiquette to sit and talk. Forty years later, the period resulted in development in the educational field. They issued a set of laws that led to the development of education. Education has become compulsory for both genders. This development increased the literacy rate in Victorian society by the end of the era . While education has evolved, there are still significant gaps between social classes and gender.

### **1.7. Conclusion**

This chapter was concerned with analyzing and studying the most important events that emerged during the Victorian period as well as literature within this society. To be clearer, it addressed how literature reflects the reality of society, as it depicts the reality of life, and in particular the situation of women and their suffering in a patriarchal society. The emergence of social criticism due to pension reality photography. It also referred to literary feminist criticism as a phenomenon or a method of criticizing a group of literary texts with the eyes of feminist theories. We have highlighted the phenomena of social stratification and education in Victorian literature. We also referred to the female writers of the century who portrayed the women's shield, expressed their opinion and even demanded their rights through the characters depicted in their stories. **This is what we will see in the seconde chapter.**

# **Chapter two:**

A Spotlight on Bernard Shaw's Major Works

## **2.1. Introduction**

Before studying a literary work, it is necessary to make an investigation about the period and **the** society in which the writer lived as well as its people and their way of living, tradition and laws in order to understand the writer's world view and pave the way for a thorough study of his work. Then in the present chapter aims at providing a glimpse on the structure of the Victorian society, and tries to shed light on women's place in Victorian England in the 18th and 19th centuries. It starts with an overview of major works of Bernard Shaw's. Moreover, it presents the gender perspective and how it is represented in Shaw's works.

## **2.2. A Glimpse on the Structure of the Victorian Society**

In history, The Victorian era is the period since Queen Victoria ascended the throne in 1837 until her death in 1901. Although it was a peaceful and prosperous time, there were still issues within the social structure. 63 years of rule have long known the era of contradictions. The exaggerated richness and soft life, in contrast, extreme poverty, it was also the time of exploration and inventions on all levels where many changes occurred socially, economically, and industrially. Victorian England saw the great expansion of wealth, power, and culture. Without exaggeration, this era was an age for the second English Renaissance (Mohd, 2017).

The Industrial Revolution had a large part in the development of England within the Victorian era. Prior to the industrial revolution, many people worked in their own frames, afterwards they transformed their own wealth to large factories. They started using machines in place of people; this led to an increase in production in a short time. England had witnessed many several innovations in different domains such as science, philosophy and technology. The period of the industrial revolution made England known as a top nation and it created a new world to the Victorians, thanks to the trade and industry.

Reforms and innovation spread widely, it was also a period of unemployment and poverty. Women suffered from bad working conditions and children were exploited



for labour, such as work in coal mines. This had led to the displacement of the population of villages towards the cities **better conditions of life**.

During the nineteenth century, the English society was three layers rich middle and lower, which naturally led to a difference in the standard of living and education and inequalities among classes. For the nobility of luck, the fortunes of power and the emergence of industrialization have increased their dominance in all fields such as agriculture and railways. Their women enjoyed the wonderful life and became servants.

The middle class consisted of those who had skilled jobs to support themselves and their families; they were active people in society such as doctors, lawyers, businessmen and traders. When industrialization emerged, trade, industries and all other sectors flourished. Inevitably, the opportunities of this class have increased in importance and social value (Mohd, 2017).

As a final class of the hierarchy of the Victorian working-class society and in a sense the poorer class., they lived on the donations given by some wealthy women. They worked as servants in the homes of the rich and workers of the farms and all that needs manual labour, especially hard ones. Their conditions were harsh and they suffered from bad health conditions and several diseases due to lack of water and healthy food, here began other problems, such as abuse of alcohol and alcohol and the deviation of women. They used the children as servants and workers in the mines, also to clean the chimneys and even in the railways, they did not have full protection and exploited them in the worst way possible (Mohd, 2017).

During that time, many children never attended the school and half of them grew up unable to read and write, and ended up in a workhouse, which housed and fed people who had no power to support themselves, otherwise, they were put to work. Boys and girls had to start to work very young and they often helped in the work done by an older member of the family (Mitchell, 2009).

### ***2.2.1. The Age of Industrialization***

Through the ages, mankind has known several changes, including those who changed the world and pushed it towards the best, the most prominent of which is the Industrial Revolution. As a result of the scientific revolution in Europe, which led to the invention and spread of machines, the Industrial Revolution emerged. Britain was the first country in which it appeared by replacing workers employed in many professions with a mechanical machine capable of carrying out their work, changing its economy which was based on industry.

It is difficult to define precisely the term Industrialization. It can be defined as the period in which manufacturing had been transformed from manual and in-house with simple tools manufactured by machines in factories. According to the dictionary definition, "This has led to the flow of goods and changes in many societies. Sustained economic development based on factory production, division of labour, the concentration of industries and population in certain geographical areas, and urbanization". In the same line of thought, Mokyr (1999) highlights the following:

Some modern economists have defined the Industrial Revolution as a shift from an economy in which capital was primarily of the circulating kind (e.g., seed in agriculture and raw materials in the domestic industry) to one in which the main form which capital took was fixed capital (e.g. machines, mines, and structures). (pp. 7-8)

This great development, created by the industrial revolution is the most important transformation of human history. During this period, Britain became influential and powerful, it reached the height of its prosperity. It had become a source of trade, technology and inventions such as ships and railways (Carter & McRae, 1997p. 272). It focused more on the manufacture and trade of fabrics and cotton because it became the most demand and this led to the improvement of production (McDowall, 1989, p. 123). This revolution had positive and negative effects on British society. Positive, it is necessary to mention the flow of goods and increasing production in factories, and this created jobs for more, as we cannot forget that they brought development and made

Britain occupy the first place in production. In this vein, Engles (Lane,1978) argues that:

The Industrial Revolution's mainly developments were the invention of the steam engine and the cotton industry. As the improvement of technology, the steam engine could produce more power with less energy than before. As a result, it leads to improvement and industrialization in other areas. (p.16)

On the downside, working-class families were forced to send children to work in factories and coal mines. The children also suffered diseases that led to the death of many people because of their work in an unhealthy environment and very dangerous conditions. They started working at the age of five and worked for long hours with little breaks. There was no education for the poor, more than half of them grew up unable even to read or write. Children were paid very little because they were younger. There were no laws protecting their rights. In this regard, Harris (1994) asserts that:

[...] but for the vast majority of children „childhood“, if it existed at all, was effectively over by the age of 10. Beyond that age, and often earlier, children within the lower classes were required to contribute to family income or to maintain themselves. Even children who did not earn a wage worked long hours in the service of their parents and others at home, in the streets, in fields, and in factories. (p. 48)

The exploitation of children and making them work was not the only social problem, but the girls were also pushed to deviate in order to make money. This is why the newspapers highlight this phenomenon and its spread. In 1843, the editor of the London City Mission Magazine wrote about a situation that illustrates this phenomenon:

We heard, on undoubted evidence, of the case of a woman who, when expostulated with for her sin in keeping a bad house, and the feelings of a parent referred to as a motive to induce her to abandon her evil practices replied, „But all the parents do not feel as you do, for a mother came to me the other day, and asked me to take her three girls into my house. Their ages were 9, 11, and 13. (pp, 96-97)

Poverty increased social lesion rates, especially in the lower class. There was also the spread of drugs, alcohol and the proportion of homeless. Moreover, women did not

enjoy their rights. They treated them on the basis of ownership of a man so that their property, children and even her body belonged to a male and was not entitled to ask for a divorce.

### ***2.2.2 Women's Place in the 18th and 19th Centuries***

Very well-known during the reign of Queen Victoria, women were subjected to all forms of humiliation and exploitation because society is purely masculine. They always regarded women as second-class compared to men after men. They suffered many difficulties by looking at her with a stereotypical view of her place in the house and caring for her husbands, they were subjected to many kinds of harm and persecution, and there were no laws that were in their favour. Women have no right to vote, to own property or to have a profession, but they can be servants or work in farms and factories (Mitchell, 2009). They were not entitled to education and were exclusive to men.

The Victorian Society believes that the difference between men and women is clear and therefore men are treated as the highest degree of women. The man has his place abroad and holds all senior posts so that women have no place except in her home so that she does her homework from caring for her children and her husband to take care of all the tasks inside him. The real woman is seeking to please her husband and create a happy family only (Roy, 1982, p. 23). The duties and rights of women vary according to the class because the class factor prevails in this society. In this regard, Tennyson (1847) in his poem "*The Princess*" describes males and females' duties stating that:

Man for the field and woman for the hearth  
Man for the sword and for the needle she  
Man with the head and woman with the hear  
Man to command and woman to obey  
All else confusion.

(Lines, 1847, pp. 427-431).

To illustrate the question of class in Victorian society, we can take marriage as a theme to show the difference in each class. At the beginning of the upper class, women can only marry men of the same class to preserve inheritance and family wealth, unlike the women of the poor class, were not available to marry rich class men but in return, they could have married for love and without arranged marriage by parents. As they had to marry at the age of twenty-one and immediately after their marriage they must begin to have children are supposed to stay at home to serve their husband (Fascinating History, 2005, p. 20).

Concerning divorce, women were subjected to marginalization and abuse by their husbands, but they were not allowed to divorce except in the case of adultery as they must confirm that her husband had committed adultery and vice versa (Victorian Era Divorces: Reason and Process, 2016, p.6).

The first to break his relationship because of infidelity is a man named Henry Robinson. The reason for betrayal is his wife's loneliness because he is often at work, He discovered her deed through her diary. She wrote in her diary “uneducated, narrow-minded, harsh-tempered, selfish, proud”, she also described the great moment enjoying with Edward whom she loved. (Summerscal, 2013). In this regard, Summerscal (2013) claims that: “Over the five days of the trial, thousands of Isabella Robinson’s secret words were read out to the court, and the newspapers printed almost everyone. Her journal was detailed, sensual, alternately anguished and euphoric” (prologue).

After discovering several facts about this kind of oppressed woman, people began to realize that they had to break up. Among these women, there is Nellie Weeton whose husband married her just for money, he used to be so cruel that he beat, insulted her and arrested her in the ground. It happens that he menaced to send her to a lunatic asylum if she tried to defend herself or oppose him, after a separation deed, she was allowed to see her daughter three times a year, only 50 pounds a year but not allowed to live within ½ miles of Wigan. Weeton writes that “My husband is my terror, my misery. I have little doubt he will be my death” (Perkin, 1989, p. 29).

In her part, Caroline Norton gave an account of how her husband beat her during her marriage:

We had been married about two months, when, one evening, after we had all withdrawn to our apartments, we were discussing some opinions Mr. Norton had expressed; I said, that "I thought I had never heard so silly or ridiculous a conclusion. (English laws for women in the nineteenth century: Norton, Caroline Sheridan, 1808-1877)

Marriage was often held on interest and the couple discovered that their marriage was just a contract between them. Therefore, women and some supporters tried to demand laws that would make their circumstances (Perkin, 1993, p. 29). Women's movements began to appear demanding women's rights and here seemed to change little and began some of the laws that are in their favour go out to the public and we should mention the Infants and Child Custody Act, which was passed in 1839. This act gave women more rights to take care of their children in case of divorce. It is stated that if parents were separated (divorced), children under the age of seven should stay with their mothers (Galazter, 2009, p. 404).

In 1857, it was possible to ask for a divorce if they were insulted and cruel by their men, but they were dissatisfied because the man still had more rights and privileges than the women. A year later, the law guaranteed the right of women to own property, whether it was acquired or inherited. In 1891, women were no longer forced to live with a husband out of their will (Galazter, 2009). Women began to seek hard acclimatization, leaving behind them to learn the art of etiquette, painting and piano as they used to in schools for girls. The exploitation of children under the age of 10 has become forbidden, the law to support and welfare the poor appeared, and despite this, these laws did not receive any success on the ground, and the women suffered (Sally, 2009, p. 7).

Here are women writers who defend women through their literature and are worth mentioning such as Elizabeth Gaskell's "*North and South*" (1855). In this novel, Gaskell gave an example of the perfect woman who is brave and who does not fear to challenge men, and she exhibits the evolution of women in a rich society that starts to

change in fiction not in reality besides defending the suffering of workers (Gaskell, 1855, pp. 50-55). In Mary Wollstonecraft Shelley's "*Frankenstein*" (1818), the main idea is that men were busy with science and forgetting women. She showed that women were always victims of male's mistakes (Shelley 1818 pp. 227 -239). In Jane Austen's "*Pride and Prejudice*" (1813), the story depicts a society in which a woman's reputation is of the utmost importance. A woman is expected to behave in certain ways. Stepping outside the social norms makes her vulnerable to ostracism (Gaskell, 1855).

In nutshell, it was not easy to change society's stereotypical view of women. The laws did not make a big difference as they were hoped for. Men still dominate women and are seen as less than them.

### **2.3. Gender Perspective in the Victorian Society**

Gender inequality is the motto of the Victorian era; each had its own specific roles. At that time, males enjoyed absolute freedom, they are the master of the house compared with women, females had to obey and satisfy them. They were weak, calm and shy; this was the ideal concept of women. The man had all the fields to work in contrast to women who had to pay attention to their husbands and home which are their responsibilities. The man must also protect his wife and family members. We can take Jane Eyre as an example when she has overcome difficulties in order to be fully independent. The face of several men who do not respect women and do not recognize their rights as Rochester and John Rivers. In this regard, Jane articulates her feminist philosophy:

Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts, as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them or laugh at them if they seek to do more or learn more than custom has pronounced necessary for their sex. (Bronte, 2003, p.110)

Men were always ranked first on all levels; for example, on the legal level; he has the right to receive the property of his wife, her children and even her body. If she wanted to divorce him, she would leave him all the possessions and children. Religion regarded women as a source that could not be trusted as they were weak and the reason for the temptation of men from the Biblical Garden of Paradise, social pressures were at their highest levels. Lack of attention to what women need was one of the causes of their suffering in this way. They did not have the opportunities for education which was not available to them from the point of view of the best to be an excellent housewife. In this vein, Perkins (1993) argues that:

[The] wife and children were expected to be obedient and submissive to... [her husband's] rules. By marriage, husband and wife became one person in law—and that person was he. He had almost complete control over her body, and their children belonged to him. Unless a marriage settlement arranged things differently, the husband was entitled to all his wife's property and he could claim any money she earned. (p. 73)

Women suffered from marginalization and all kinds of deprivation because of the stereotypical view. The man has always considered himself the highest-ranked man and she is only a weak being. Neither society nor law has done justice to her, but this weakness has turned into a force that has come to the public and heard her voice for all and deserves to live as free as a man. And this resulted in the so-called women's movements, which was the voice of women through which demanded their rights and expressed all those who are challenged to ask society to change the stereotype view.

#### **2. 4. Bernard Shaw and Gender Representation**

Most famous characters were not born with the success they received later, many of them were born in poor families, but they were able to put their own fingerprints. When we get to know the lives of many great people in all ages, we find print in history with their works, they have built glory in themselves and taught us that the sons of rich are not the best and the children of the poor are not less than they are. Hence, we learned that life is hard work, and for every diligent person there is a share. Today I want to shed light on the life of one of the most famous person who was born poor but he recorded his name in history (YouTube, 2017).



George Bernard Shaw grew up in an atmosphere of poverty. By the age of 15th, he rejected the school. In his view, schools are simply prisons and detention centres. His frequent visits to the British Museum had a great role in educating himself and his independent thought. He began his career in London with five novels that did not have much success due to his bleak character; he became famous as a music critic in a newspaper and then used the theatre as a tool to address social issues. The most famous of his plays are *The Man of Destiny*, *Man and Superman*, *Arms and the Man*, *Widowers' Houses*. The most famous of them is *Pygmalion* to receive the Oscars, as the best scenario. This is a humanitarian comic drama that describes love and class in English society. He always thought that literature had a reformist and educational message. He was one of the most prominent figures in defence of Islam as the only religion capable of integration into any society (YouTube, 2017).

In the late nineteenth century, literature was known as a revolution against Victorian ideas, especially in relation to gender. Many writers, including Bernard Shaw, highlighted the phenomenon of women and all related issues such as marital and family issues. In his theatre performances, he presented social issues of great importance to the reform of society. In this regard, Jain (2006) cites Innes' speech as follows:

Shaw defined modernism in a way that became standard for mainstream British theatre [...] it is largely due to Shaw that British Drama in the twentieth century is distinct from the European tradition, rather being the effect of cultural, or even linguistic differences. (p15)

### **2.5. A Feminist Reading of Shaw's Major Works**

Shaw was a British playwright known for his criticism of the social situation in general, women and femininity in particular through what he plays on stage as a play; *Mrs. Warren's Profession* (1893), *Candida* (1895) and *Saint Joan* (1923). He put forward his view on femininity and new women in each of these plays and the fact that the woman's ability to overcome the constraints of the Victorian society and its role in it, explaining the mistakes that were in her right at that time. Human equality was also one of his most important points of view when he claims that "Social progress takes

effect through the replacement of old institutions by new ones; and since every institution involves the recognition of the duty of conforming to it, progress must involve the repudiation of an established duty at every step” (Shaw, 1913, p. 28).

Shaw's mother, Lucinda Elisabeth, had a great influence on his ideas about feminism, according to Shaw's autobiography. She found out that her husband, George Shaw, was addicted to alcohol, unable to take responsibility for the house, so she left him with a little baby and decided to go to London for work, in order to provide a living for them (Holroyd, 1997, pp. 6-12). Lucinda was not a traditional woman whose role was limited only to her wife and mother, but to a model of independent women. Shaw said about his mother that “[s]he was simply not a wife or mother at all” (Holroyd, 1997, p.8). In his view, she was the ideal woman for Victorian females.

The theatre was for Shaw a place for discussion on social and political issues and this created a dramatic new genre of "drama of discussion". In this regard, Shaw (1913) highlights the following:

Formerly you had in what was called a well-made play an exposition in the first act, a situation in the second, and unravelling in the third. Now you have exposition, situation, and discussion; and the discussion is the test of the playwright. The critics protest in vain. They declare that discussions are not dramatic and that art should not be”. Neither the playwrights nor the public takes the smallest notice of them. The discussion conquered Europe in Ibsen's *A Doll's House*, and now the serious playwright recognizes in the discussion not only the main test of his highest powers but also the real centre of his play's interest. (p.171)

In his book *The Quintessence*, Bernard devoted a chapter in which he spoke about female feminism, criticizing Victorian society and its values regarding women, saying that women must abandon their femininity to achieve equality. “Unless [she] repudiates her womanliness, her duty to her husband, to her children, to society, to the law, and to everyone but herself, she cannot emancipate herself” (Shaw, 1913, p. 56). He depicts his characters as women as non-violent creatures “unwomanly” subject to Victorian values to emerge again as a leading figure in the suppression of repression

and put it to domestic life to free itself from these restrictions and discuss this in front of society.

Most of the themes presented in Shaw's plays dealt with the subject of women as marriage, the equality of the traditional female gender, embodied by the heroines of his plays. Like his incarnation Vivie Warren, the protagonist of Mrs. Warren's Profession in a character that expresses a "new woman" through its outward appearance and its pursuit of independence. Here is the issue of prostitution that sparked controversy in the play on the one hand but on the other hand, Shaw expressed his point of view regarding feminism, which was inconsistent with what the Victorian society knew through the drama performances on stage as Vivie Warren, Candida and Joan of Arc. It is no secret to the reader to understand the writer's view on feminism in his plays.

His women characters are out of step with the 18th-century gallantry and the Victorian notions of femininity. They might have appeared as unwomanly and hence unacceptable to a fast-fading Victorian morality. Shaw's plays presented the New Woman on the British stage.

### ***1.5.1. A Feminist Reading to Pygmalion***

The play gave a look at the stereotypical image of Victorian society at a time when women were merely slaves of men who were led and controlled by them. Shaw was one of the first to denounce women's freedom and control their fate and should not interfere with men. According to Chen (2010), the writer Shaw shows the superiority of men over women at all levels like other writers of that era. Through the following quote:

Woman is in the position of a child, being corrected and remade by man [...] Man is superior, woman is inferior [...] the male character the language professor, is an upper-class gentleman, whereas flower girl is only a —creature with visible distinguishing marks of the lower class society. (p41)

The play depicts the unequal relationship between men and women, this is manifested by the characters "Higgins" like a nobleman of the upper class and Elise

as is a girl who sells flowers from a lower class, He did this experiment because he believes that social reform is based on the way she speaks, indifferent to her views or even her feelings. This quote shows Higgins' character in the play. He is dissatisfied with Pickering's treatment of Eliza as though Duke Peking was not interested in her external change of dress or way of speaking, unlike Higgins. He argues that everyone should treat the same thing.

**Higgins :**

The great secret, Eliza, is not having bad manners or good manners or any other particular sort of manners, but having the same manner for all human souls: in short, behaving as if we're in Heaven, where there are no third-class carriages, and one soul is as good as another. (*Pygmalion*, 2005, p. 118)

Higgins appears to be an arrogant, provocative person with everyone. The flower girl was not an exception for him.

**Higgins:**

The question is not whether I treat you rudely, but whether you ever heard me treat anyone else better. (p. 118)

Shaw created a paradox between men and women in terms of class affiliation through the characters of Eliza and Higgins where Higgins seeks to form Eliza according to Victorian ideals. The woman was seen as a man's property. Eliza's father sold her to Higgins. This means that women have no personal freedom or identity, they only follow men. Chen says, in this regard, (2010) "With the creation of woman as its theme, the woman figure is certainly pre-patterned, and the position of woman in society is no doubt the lowest. The woman character is seen only as an object for an experiment" (p. 42).

Shaw tried to show Eliza's strong personality to prove that there were women worthy of getting a social status and that was the goal behind the play. Through his heroism, Bernard showed his sympathy for feminism. According to Goodman (1996), "Pygmalion demonstrates Shaw's —awareness of gender dynamics in the theatre and in life. Pygmalion depicts the ultimate Cinderella story—a woman constructed, imaginatively and linguistically, by a man" (p38).

However, the position of feminist critics differed as Eck (2014) claims and the positive outlook changed from her point of view that Higgins did not care about the composition of a man as elegant as her teaching as required by the upper class if read the letter as it should become a good person. She says:

Professor Higgins is not interested in forming a refined human being but in forming an aristocrat; only if the flower girl is able to take on the speech of the higher classes she will become a worthy human being. For him, a woman who utters such [...] disgusting sounds [...] has no right to live. (p14)

Eliza turns into a lady thanks to Mr. Higgins and later leaves him. His persecution and cruelty have a form of awakening. In short, Shaw embodied the status of women and how they relied heavily on men and how Eliza did not accept this situation to stand up and stand up around her position trying to take her freedom and face the beliefs of the Victorian society.

## **2.6 Gender Differences in Using Language in Pygmalion**

Language and gender are attractive fields for researchers and even for various fields such as journalism, law, psychology and readers. Pointing out a clear difference in the use of language between men and women in the last years (Graddol & Swann, 1989; Heberle, 1997). During the seventies of the twentieth century, there have been much research works on this difference and how different roads and used language developed and this strength. This research has been of interest to researchers because, before the seventies, the language of men was the only criterion. Graddol & Swann (1989) argue that language and sex are related due to their importance and role in society, they are connected to each other through three methods:

First, there is a view that language merely reflects society divisions and inequalities; second, the position that such divisions and inequalities are actually created through sexist linguistic behavior; and third, a view that argues that both processes apply, and that any full account of language and gender must explore the tension and interplay between the two. (p. 9)

*Pygmalion*, the studied play, which aroused the interest of people who considered it a play that provided realities about class in society (Cameron, 1995). Higgins and Eliza are the two main characters in the play. Each belongs to a different social class

than the other. In this sense, the reader determines the nature of the difference in language due to the different class simply. The behavior and manner of speaking were in accordance with the criteria they thought were most appropriate for their place. Graddol & Swann (1989) highlight that language has a role in maintaining social divisions:

It (language) is strongly implicated in the construction and maintenance of the social divisions and inequalities...The way language is used in the media or people's unreflective habits of speech, may project a biased evaluation of women and men and of female and male characteristics and thus come to define the expected social roles of men and women. (p.10)

Language not only showed sexual bias but increased the size of differences within the community between the sexes. Lazar & Kramarae (1983) mention examples to clarify the difference between men and women as giving them an address before their name to clarify their marital status ('Mrs. vs. Mrs./Miss/Ms.', etc.). According to Goodman (1996), *Pygmalion* reflected the reality experienced by women during that era, where they did not have a place and a role in society and their language indicates a lack of learning. In this context, he says that "the use of language is inextricably tied to gender and class issues [...] Eliza's speech about language, gender and role-playing take on a range of possibilities for interpretation" (p.36).

The language of Eliza represents the class difference within society. The lower class is represented by speaking in dialect, and Mr. Higgins, who is of the upper class, tries to change her language into a nice language. In this context, Pirnajmuddin & Arani (2013) maintain that:

Shaw's *Pygmalion* (1913) deals with the theme of education [...] and its influence on the agents' social and individual relationships [...] Shaw points out that the reason for writing this play is that the English neither speak their language properly nor teach their children to speak properly. They need a phonetician to reform their way of speaking and spelling. (p.147)

Shaw shows through his play that there is no social balance between men and women through the role of Higgins and Eliza. "Higgins eventually establishes himself

as a domineering male character and the power relation between Eliza and Higgins are not balanced” (Pirnajmuddin & Arani, 2011, p. 147).

## **2.7 Conclusion**

In the end, we can say that the plays of the eighth and nineteenth centuries depicted the nature of the formation of English society, especially how women's status deteriorated during this period. Suffered from gender segregation and lack of education and were considered to be men's property. It also shows the beginning of feminism and criticism, which calls for equality between men and women at all levels, such as the right to education and the right to equal marital responsibilities. It is worth mentioning that the playwright Bernard Shaw also highlighted all these problems within the community and also explained that women also have the ability to lead their lives better and to obtain their freedoms is a must. All this through the character of the play *Pygmalion*, which is called Eliza, depicts the stages of changing from the lower class to the first layer through education. This is what we will see in the third chapter.

## **Chapter Three:**

### *Analysis of the Play*



### 3.1 Introduction

The present chapter aims at clarifying the women's position in society through analyzing Shaw's *Pygmalion* and tries to shed light on the issue of gender role and education in the play. Accordingly, it will review how social criticism, social class and social differences embodied on it, along with a focus on the feminist reading of *Pygmalion*.

### 3.2 Women's Position in Society through Shaw's *Pygmalion*

For a long time, women were inferior to men but by the appearance of femininity and over time everyone realized that they had been treated unfairly. Feminism became the focus of critics and even scientists so that they talked about the phenomenon of "new women" because the status of women has changed from the past. She has become in important positions in all areas such as education and politics as there was a kind of awareness regarding the equality between the two sexes. In light of this idea, Jain (2006) cites the view of Griffith when she points the following:

By the 1890 Shaw's name was connected intimately with the propaganda on behalf of the new woman'. As arch progressive he was eager to argue the case for radical feminism, to preach the rebel's gospel of liberalism. (p. 20)

Shaw's plays illustrate clear images of the new women phenomenon as marriage, family and work issues. Perhaps most of the plays in which feminism was heavily criticized were *Pygmalion* (1912). Once the play was performed in the theatres, it became popular throughout the European world. According to Goodman (1996), the story of the social issue and the roles of the sexes in every stratum of Victorian society and how he views women as an animal dependent on his master. In this regard, he (1996) says:

Eliza's story is that of the working-class woman's 'recreated' by an upper classman, who treats her like an experiment, like an animal in a cage to be taught and rewarded for learning to act like a 'lady' [...] Eliza Doolittle as a character who learns, in the course of the play, to reject the class-biased values which her teacher imposes [...] Eliza has entered a new culture, a new language, by picturing a door-she has stepped through a door and closed it behind her. Her

previous ways of using language, and of seeing herself, are no longer open to her.  
(p36)

Shaw was portrayed by the character of Elise as the woman she lived at that time. Women were subject to male authority and gender inequality. Eliza's father was a good example of this situation, so he sold it to Mr. Higgins as if she was owned by him:

**DOOLITTLE:**

....All I ask is my rights as father ;and you're the last man alive to expect me to let her go for nothing ;for I can see you're one of the straight sort, Governor. Well, what's a five pound note to you? And what's Eliza to me?[He returns to his chair and sits down judicially] .

**PICKERING:**

I think you ought to know, Doolittle, that Mr. Higgin's intentions are entirely **honorable**.

**DOOLITTLE:**

Course they are governor. If I thought they wasn't , I'd ask fifty.

**HIGGINS:**

[Revolted] Do you mean to say, you **callous rascal**, that you would sell your daughter for 50 pounds?(act II, p. 52)

Male characters portrayed in the play that they hate women, for them that men are higher ranking than them. They are educated and women are ignorant, the level of male's intelligence exceeds the intelligence of the female, as its excessive in the feelings unlike the man is rational.As we can see in Act 2 from Higgins and Pickering conversation:

**Pickering:** Excuse the straight question, Higgins.

Are you a man of good character where women are concerned?

**Higgins:** [moodily] Have you ever met a man of good character where women are concerned?

**Picking:** Yes, very frequently.

**Higgins:** [dogmatically, lifting himself on his hands to the level of the piano, and sitting on it with a bounce]

Well, I haven't. I find that the moment I let a woman

make friends with me, she becomes jealous, exacting, suspicious, and a damned nuisance. I find that the moment I let myself make friends with a woman, I become selfish and tyrannical. Women upset everything. When you let them into your life, you find that the woman is driving at one thing and you drive at another. (p. 41)

Victorian women suffered from various kinds of oppression, deprivation and contempt of their society made them stand up to obtain their rights and prove themselves, this is what Bernard described in his play. Eliza refused to despise her and treat her as a girl from the poor class, demanding that they should respect her. This is the turning point in the story. In a scene in the fourth act, she threw the slippers at Higgins, shouting:

"Because I wanted to smash your face. I'd like to kill you, you selfish brute. Why didn't you leave me where you picked me out of --- in the gutter? You thank God it's all over, and that now you can throw me back again, do you?" «What's to become of me? What's to become of me? " ( Act 4, p. 89)

It also demanded respect and equality "I want a little kindness. I know I'm a common ignorant girl, and you a book-learned gentleman, but I'm not dirt under your feet" (Act 5, p. 123).

The fourth act of the play reveals the turning point in the life of Eliza and the maturity that this experience has gained. In fact, her social and material status did not allow her to behave and speak like a woman belonging to the aristocratic class. It is not expected that a girl who sells flowers will act as a duke. The scene also expressed how she was subjected to pressure and violence community and how they are trying hard to learn.

### **3.3. Gender Role in *Pygmalion***

The Victorian period attracted the attention of both journalists and even readers of the public. This was because of the prevailing notion of gender and the stereotype of their behaviour, was dealing with them on the basis of gender ideologies. Bernard plays the

role of women in both the lower and upper classes, but despite the clear difference between them on the standard of living, but women of the upper class also not escape the constraints of this society and are still under the authority of men.

The play revealed the gender roles in Victorian society, by portraying Shaw to women before getting their rights and he explained the social differences of women. He also photographs that the man is the one who runs the life of the woman and that through Eliza he chooses either to marry or to live with her father or to engage with Mr Freddy. In Pygmalion, a man is seen as strong and intelligent, while women are incapable of obeying men. This is according to the prevailing Victorian customs.

**MRS.HIGGINS:**

She had become attached to you both. She worked very hard for you, Henry! I don't think you quite realize what anything in the nature of brain work means to a girl like that. Well, it seems that when the great day of trial came, and she did this wonderful thing for you without making a single mistake, you two sat there and never said a word to her, but talked together of how glad you were that it was all over and how you had been bored with the whole thing. And then you were surprised because she threw your slippers at you. (p106)

Later in the play, Eliza protests against the inequality between women and men and she breaks the stereotype of women trying to impose their character refusing to be directed by men .From here, we can note Shaw's opinion on the subject of gender discrimination is against the man to guide women. According to Aziz Mohammadi & Tayari (2014) Shaw: **“believes on equality of men and women in society”**(p162).

Ms. Pearce and Higgins have played important roles in the family, as Pearce remembers Higgins with his ethics and Ms. Higgins receives Eliza and contributes to solving problems at the end of the play. It is true that women have contributed to traditional Victorian society but they can not escape social constraints, especially gender segregation.

**Mrs. Pearce**

Not at all, sir. Mr. Higgins: will you please be very particular what you say before the girl?

**Higgins:**

Sternly Of course. I'm always particular about what I say . Why do you say this to me?

Mrs. Pearce:

Unmoved No, sir : you're not at all particular when you've mislaid anything or when you get a little impatient. Now it doesn't matter before me: I'm used to it, But you really must not swear before the girl. (pp.42-43)

Despite the strong character of Eliza, at the end of the play, she has to choose either to marry Freddy or live with her father. Eventually, her future is under the control of a father or husband, and of course, she does not appear in the play. She gets independence from the power of her character. But society has to change its view of women to get women like Eliza on their true independence.

**LIZA:**

You think I like you to say that. But I haven't forgot what you said a minute ago; and I won't be coaxed round as if I was a baby or a puppy. If I can't have kindness, I'll have independence

**HIGGINS:**

Independence? That's middle lass blasphemy. We are all dependent on one another, every soul of us on earth.

**LIZA:**

Rising determinedly I'll let you see whether I'm dependent on you. If you can preach, I can teach. I'll go and be a teacher. (p125)

Apart from the fact that Pygmalion showed the oppressive ideals suffered by women, it also highlighted a point of great importance: the promotion of the independence of women, a superwoman, with powers and abilities. The play gave the contemporary writer a great motivation and power to seek such a topic and discuss stereotypical ideals and views for women.

### ***3.4.1 Gender and Education in Pygmalion***

During the Victorian period, women did not have the right to learn as men. Their beliefs were that they needed to learn how to behave and develop their artistic sense of singing, dancing and even languages, anything that would bring a husband to them. The situation has reached such a degree that some doctors believe that educating women leads to the loss of their reproductive capacity. The families did not want to send their daughters to education for fear of their future and that no one would apply for marriage.

In *Pygmalion*, Shaw used education as a tool for the benefit of working-class individuals. Language is closely linked to identity. Eliza has to give up her identity by learning the language so that she can overcome social differences and class barriers only through language training. The play dealt with a number of topics, but the teaching of Eliza. Do little language was the main subject is lack of language learning to become an integrated lady has appeared at the beginning of the play as a girl selling flowers ignorant speak Cockney dialect as it is bad behaviour. Eliza understands that better education is relevant to social progress, but she has never agreed to try to change her character. She defended herself:

(Still preoccupied with her wounded feelings) He's no right to take away my character. My character is the same to me as any lady's. (P18)

After Eliza's approval of learning, the education process seemed a little difficult. Her first appearance was to be addressed. Mr. Higgins received the task of educating her and making her a modern lady and, thanks to her courage; the girl passed the test and began to realize that the problem was not in her behaviour but in how she is treated.

**Higgins remarks:**

She has a quick ear; and she's been easier to teach than my middle-class pupils because she's had to learn a complete new language. She talks English almost as you talk French. (p 65)

After the duration of the training on which the two men are betting, it is six months. It is time to know the result at a party for the ambassador, which was set up in Mr. Higgins' house. Only then did Eliza know the extent of her transformation, but she understood the problem that occurred to her. He did not treat her as a duke, she cannot go back to selling flowers, and she cannot live with Higgins, so what is she doing?

She asks him in a fit of anger,  
What am I fit for? What have you left me fit for? Where am I to go? What am I to do? What to become of me? (p92)

As A.C. Ward points out,  
Eliza's cry is more poignant than she knew, for it has been echoed by many who have been educated art of their class only to be set adrift.

(Men & Books, 1951, p92)

Eliza left Mr. Higgins' house. He had long regarded her as just a florist who was training her to win the bet, but her departure was very angry.

**Prof. Higgins exclaims angrily :**

Let her go. Let her find out how she can go on without us. She will relapse into the gutter in three weeks without me at her elbow. (p113)

As she leaves Higgins' house, the young man Freddy loves and later designs on married, but Higgins is severely exposed but she insists on its position.

If he's weak and poor and wants me, maybe he'd make me happier than the betters that bully me and don't want me. (P. 101)

Eliza married Freddy and opened a flower shop. The education did not make her a woman who improved her behaviour and talk, but recovered her self-confidence and found her lost identity after learning from Mr. Higgins. Thanks to her intelligence and courage, she reached the stage. It can be denied that after receiving the education she became able to express herself better.

***3.4.2 Gender Differences in Using Language in Pygmalion***

The feminist movement led to the connection of gender issues with the question of language .The study of gender is based on the study of the difference between men and women in all fields. Gender study is very important to study the language. Language reflects social differences, most societies differentiate between male and female and this is what they consider as social values such as Victorian society, for example.

Shaw, through his play Pygmalion, represents the reality of women in Victorian society, suffering from the marginalization and subordination of a man .They also suffered from illiteracy, because women did not have the opportunity to learn, unlike men. Women of the upper class are more educated than women of lower classes .Elisa represented the lower class in general and the uneducated women in particular. She used dialect instead of language, which explains the lack of language proficiency.

**THE FLOWER GIRL:**

Ow, eez ye-ooa san, is e? Wal, fewddan y' de-ootybawmz a mather should, eed now bettern to spawl a pore gel's flahrzn than ran awyatbahtpyin. Will ye-oopy

me f'them? [Here, with apologies, this desperate attempt to represent her dialect without a phonetic alphabet must be abandoned as unintelligible outside London.(p10)

Referring to another important point is that education in general and language, in particular, was exclusive to the upper class and men in the first place. We see Mr. Higgins as the subject of the language, which is the language of gender and social class. He represents the wealthy class, and he is educated as a man.

**THE FLOWER GIRL:**

Oh, we are proud! He ain't above giving lessons, not him: I heard him say so. Well, I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

**HIGGINS:**

Good enough for what?

**THE FLOWER GIRL:**

Good enough for ye--oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for em too: make no mistake. (p27)

Gender inequality within Victorian society was manifested through the two characters within the play Higgins and Eliz. Despite her transformation from a poor girl who does not speak English to a first-class lady and speaks the fluent language, he has not changed his attitude toward her. He wants to control her because he is a male figure.

**HIGGINS:**

[sitting down beside her] Rubbish! you shall marry an ambassador. You shall marry the Governor-General of India or the Lord-Lieutenant of Ireland, or somebody who wants a deputy-queen. I'm not going to have my masterpiece thrown away on Freddy.

**LIZA:**

You think I like you to say that. But I haven't forgot what you said a minute ago; and I won't be coaxed round as if I was a baby or a puppy. If I can't have kindness, I'll have independence.

**HIGGINS:**



Independence? That's middle class blasphemy. We are all dependent on one another, every soul of us on earth. (p125)

Eliza's turning point and her attempt to gain independence have been an incentive for women to advance and claim their rights, including education. It is not exclusive to the sex of men or a class. It is also important for them to obtain prestigious careers and to prove themselves within Victorian society.

### ***3.5.1A Feminist Reading to Pygmalion***

As we all know, women suffered for a long time from all kinds of deprivation and marginalization. People realized that women were treated badly and hence the feminist liberation movement in order to obtain their rights. However, they did not get their rights. Bernard Shaw, through his plays, was the victim of women and his opposition to Victorian values. He was the first to present modern women on the British stage. *Pygmalion* was more a play debated because of her feminist outlook.

*Pygmalion* portrayed the reality of women within the Victorian community on suffering and persecution through the person Eliza girl who sells flowers on the road. To change later, we see a poor girl and then a woman who enjoys a good character and then an independent woman who values herself well.

#### **THE FLOWER GIRL :**

[picking up her scattered flowers and replacing them in the basket] There's manners f' yer! Te-oo branches o violets trod into the mud. [She sits down on the plinth of the column, sorting her flowers, on the lady's right. She is not at all an attractive person. She is perhaps eighteen, perhaps twenty, hardly older. She wears a little sailor hat of black straw that has long been exposed to the dust and soot of London and has seldom if ever been brushed. Her hair needs washing rather badly: its mousy color can hardly be natural. She wears a shoddy black coat that reaches nearly to her knees and is shaped to her waist. She has a brown skirt with a coarse apron. Her boots are much the worse for wear. She is no doubt as clean as she can afford to be; but compared to the ladies she is very dirty. Her features are no worse than theirs, but their condition leaves something to be desired; and she needs the services of a dentist].

#### **THE MOTHER:**

How do you know that my son's name is Freddy, pray?

**THE FLOWER GIRL.**

Ow, eez ye-ooa san, is e? Wal, fewddan y' de-ootybawmz a mather should, eed now bettern to spawl a pore gel's flahrzn than ran awyatbahtpyin. Will ye-oopy me f'them? [Here, with apologies, this desperate attempt to represent her dialect without a phonetic alphabet must be abandoned as unintelligible outside London.(p10)

The period was known for gender segregation and inequality as well as class inequalities. Men enjoyed better qualities and status than women. The play portrayed this phenomenon through the character of Mr. Higgins .He has been like the upper class because he is a rich man. He always behaves arrogantly, avoiding contact with women because he thinks they bring him chaos in his work. This explains why he is so cruel to Eliza.

**PICKERING:**

Excuse the straight question, Higgins. Are you a man of good character where women are concerned?

**HIGGINS:**

[moodily]: Have you ever met a man of good character where women are concerned?

**HIGGINS:**

[dogmatically, lifting himself on his hands to the level of the piano, and sitting on it with a bounce] Well, I haven't. I find that the moment I let a woman make friends with me, she becomes jealous, exacting, suspicious, and a damned nuisance. I find that the moment I let myself make friends with a woman, I become selfish and tyrannical. Women upset everything. When you let them into your life, you find that the woman is driving at one thing and you're driving at another.(p41)

The play expresses the class paradox through Higgins and Aliza and represents the upper and the lower classes. He also portrayed the women's position who was always under men's control according to the Victorian norms because they did not have the freedom to compromise and take decisions and were always considered followers of men .We see his opposition to Eliza's marriage from Freddy as follows:

**LIZA:**

[desperate] Oh, you are a cruel tyrant. I can't talk to you: you turn everything against me: I'm always in the wrong. But you know very well all the time that you're nothing but a bully. You know I can't go back to the gutter, as you call it, and that I have no real friends in the world but you and the Colonel. You know well I couldn't bear to live with a low common man after you two; and it's wicked and cruel of you to insult me by pretending I could. You think I must go back to Wimpole Street because I have nowhere else to go but father's. But don't you be too sure that you have me under your feet to be trampled on and talked down. I'll marry Freddy, I will, as soon as he's able to support me.

**HIGGINS:**

[sitting down beside her] Rubbish! you shall marry an ambassador. You shall marry the Governor-General of India or the Lord-Lieutenant of Ireland, or somebody who wants a deputy-queen. I'm not going to have my masterpiece thrown away on Freddy. (pp 124.125)

As a result of the pressure of Mr. Higgins and his treatment to Eliza, one can see how she revolts and tries to communicate women's voice to determine their right to self-determination and take their independence:

**HIGGINS:**

[in despairing wrath outside] What the devil have I done with my slippers? [He appears at the door].

**LIZA:**

[snatching up the slippers, and hurling them at him one after the other with all her force] There are your slippers. And there. Take your

slippers; and may you never have a day's luck with them!

HIGGINS [astounded] What on earth--! [He comes to her]. What's the matter? Get up. [He pulls her up]. Anything wrong?

**LIZA:**

[breathless] Nothing wrong--with YOU. I've won your bet for you, haven't I? That's enough for you. I don't matter, I suppose.

HIGGINS:

YOU won my bet! You! Presumptuous insect! I won it. What did you throw those slippers at me for?

**LIZA:**

Because I wanted to smash your face. I'd like to kill you, you selfish brute. Why didn't you leave me where you picked me out of--in the gutter? You thank God it's all over, and that now you can throw me back again there, do you? [She crisps her fingers, frantically]. (p89)

It is true that Eliza was a poor ignorant girl, but she has a strong personality. The speed of learning and effort made her reach the goal of acting and talking as a first-class lady:

**HIGGINS:**

[rising hastily and running to Mrs. Higgins] Here she is, mother. [He stands on tiptoe and makes signs over his mother's head to Eliza to indicate to her which lady is her hostess].

**Eliza:**

who is exquisitely dressed, produces an impression of such remarkable distinction and beauty as she enters that they all rise, quite flustered. Guided by Higgins's signals, she comes to Mrs. Higgins with studied grace.

**LIZA :**

[speaking with pedantic correctness of pronunciation and great beauty of tone] How do you do, Mrs. Higgins? [She gasps slightly in making sure of the H in Higgins, but is quite successful]. Mr. Higgins told me I might come.(pp. 69.70)

Higgins treats the girl harshly and as a servant, but we cannot deny his virtue, good behaviour in teaching the language. We can say that Shaw portrays the reality of women in Victorian society. It was hard for them to reject this situation and start claiming their rights and trying to be independent.

### **3.6.Social Class in *Pygmalion***

The social class is the expression of a segment of people who share the same economic, cultural and even political status (reference here, it is not your opinion). The Victorian period is known for the hierarchy of the various segments of society, which

are of three upper, middle and lower strata .People from the lower class could not move to a higher class, but they had to accept what it was .Shaw did not accept this idea and defied the situation through the character of Eliza who turned from the seller of roses on the sidewalks to a high-class lady.

The idea or purpose of this character is that a person can change his social status and that the person does not identify himself by belonging to a wealthy family but through his abilities and his quest for change .Through Eliza, we can understand the point of view of Bernard Shaw on the subject that class can be changed if the person proves his abilities and sought towards his goal. We have seen flower girl working to improve her status to reach the change .Her father also became a gentleman from the upper class after he was poor. Shaw also explains that not only the mastery of the language of the upper class cannot change the characterization of persons and their personalities. This is illustrated by the following quote:

**Mrs. Higgins:**

You silly boy, of course she‘ not presentable. She‘s a triumph of your art and of her dressmaker‘;s; but if you suppose for a moment that she doesn‘t give herself away in every sentence she utters, you must be perfectly cracked about her. (p78)

Eliza is flying the flag of challenge and is working hard to change and get an identity even though Mr. Higgins has long been detracting from her abilities to marry by the end Freddy and get her own flower shop. Shaw also highlights a very important issue which is to reveal the fact of the upper class that it does not mean that the upper class should be less contemptuous and provocative than Mr. Higgins, but be respectful to all. Mr. Pickering, though rich, but he treated Eliza with respect as if she was a noble lady.

**Eliza:**

[Continuing] I was just like learning to dance in a fashionable way: there was nothing more than that in it. But do you know what began my real education?

Pickering:

What?

**Eliza:**

[Stopping her work for a moment] Your calling me Miss Doolittle that day when I first came to Wimpole Street. That was the beginning of self-respect for me. She resumes her stitching. And there were a hundred little things you never noticed, because they came naturally to you. Things about standing up and taking off your hat and opening door.

**Pickering:**

Oh, that was nothing. (pp.111-112)

Eliza represented the lower class of the society by using the cockney dialect, selling flowers and even the way she behaved appears to raise the challenge to change and become from the upper class by learning English in a short time and the arts of good behaviour of the society's upscale ladies. The play gave a model of hard work and will be combined with the strength of Eliza's personality and how a man can climb the social ladder and change his status.

**The Flower girl:**

I want to be a lady in a flower shop of selling at the corner of To attend Court Road. But they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him-not asking any favor

**MRS. Pearce:**

How can you be such a foolish ignorant girl as to think you could afford to pay Mr. Higgins?

The Flower girl

Why shouldn't I? Know what lessons coast as well as you do; and I'm ready to pay. (p28)

Pygmalion has highlighted many issues of the Victorian society such as gender, feminism, the class issues in society and the problem of how to use language and many other issues.

**3.6.1 Class Differences in Pygmalion**

It is clear to us through *Pygmalion*, that the difference between the lower and upper classes. People believed that man could not change his social class in which he was born. Shaw comes to deny the idea and believes that the social class can be changed if the person has the ability and self-belief and that the identity of the person cannot be

determined by the class in which he was born .The play has worked to break these barriers and class thinking .Alfred Doolittle who has explained the meaning of what we previously said, and this is illustrated by the following quotation:

**Alfred Doolittle:**

Who asked him to make a gentleman of me? I was happy. I was free. I touched pretty nigh everybody for money when I wanted it, same as I touched you, Henry Higgins. Now I am worried; tied neck and heels; and everybody touches me for money. It's a fine thing for you, says my solicitor. Is it? says I. ...A year ago I hadn't a relative in the world except two or three that wouldn't speak to me. Now I've fifty, and not a decent week's wages among the lot of them. I have to live for others and not for myself: that's middle class morality. (p103)

Eliza and Alfred Doolittle are two figures who represent the working class in hard circumstances .But their arrival at change reflects the writer's belief that they have been able to change their lives through efforts and strive for change .It is true that both of them sought to change, but Eliza's motive for change is completely different from her father. She sought to change through learning motivated by being a Duchess either she was considered a materialist and sought to change to become rich.

Both sought to achieve something that lacked. The girl sought to learn to earn a respectable position and gain respect from people because she was seen as a poor girl who sold flowers and cannot change anything. But she lived a poor deprived of everything and sought to be rich and indifferent to the educational aspect .From here we draw Bernard Shaw's point of view, his contempt for the Victorian ideals and the rules that force a person not to change and create class differences in society

At the beginning of the play, the main and important issue is the turning point of Eliza but later evolved the subject to how it can be free from all the standards provided by the society and how to resign from the subordination and control of the man her life .It is clear to us that circumstances can change a lot in humans, but values and principles cannot change easily, especially for a girl like Eliza.

**The Flower Girl:**

“He's no right to take away my character. My character is the same to me as any lady's” (p18).

The idea of *Pygmalion* was not as complex as Bernard Shaw's other plays, but it posed questions and topics of great importance about the difference in social classes and the transformation of the individual and the impact of this transformation on him as well as the study of his behaviour. In this regard, Ganz (1983) states that:

Pygmalion illustrates the difference and tension between the upper and lower class in the Victorian period. A basic belief of the period is that a person is born into a class and that no one can move from one class to another. ( p. 45)

Mr. Higgins, who appears in the play with a provocative character, occasionally he reminds Eliza that she will still be a flower girl, and reduces her respect. It is quite clear to us, that people of the upper class do not respect people who are least classed. They see them as less than them.

**Mr. Higgins:**

A woman who utters such depressing and disgusting sounds has no right to be anywhere—no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech. (Act I, p. 27)

The play has addressed many realist issues within Victorian society like the issue of difference within classes at that time. This difference represented the character of the girl florist. After she was poor, she sells flowers to become a top-class woman, quite different in terms of appearance, behaviour and even the way she spoke. It is true that it changed many things in it to conform to the ideals of the upper class, but it did not change its ethics and principles. From here we can draw the lesson from the play that it is easy to change the superficial things such as dress and speech, but can not change the depth, such as ethics.



### **3.7. Conclusion**

Pygmalion is one of the most famous plays by the writer and playwright Bernard Shaw .It tells the story of a poor girl sells flowers, called Eliza. With the end of the play, she becomes a first-class lady .Perhaps the end of the story is what caused great controversy among the critics .The end was not as romantic as the rest of the stories, but on the contrary did not marry Eliza Higgins, who is the main character during the show, it was an unconventional end .It was intended to criticize the Victorian values and the upper classes of society, even the lower ones.

# General Conclusion

The central aims of the current research work are to examine gender differences in the Victorian era through *Pygmalion*. It also tends to explore the issue of education and how it is seen as a right for men not women. Finally, it attempts to investigate how females struggle and how they try to get their rights under men domination.

At the beginning of the work, the general overview of the era touched Victorian. The researcher pointed to the most important events of the era and perhaps the most important was the Industrial Revolution because it had a significant impact on members of society and changed their circumstances. The rise of the revolution led to class differences, there were wealthy families with huge capital and property produced money. On the other hand, there was poverty, exploited by the upper class. Then we shed light on the position of women deeper within the community. The majority of Victorian laws were unfair against women, and women were subjected to pressure and oppression through these unfair provisions. On the contrary, men were not deprived of their rights but conscious of the right to control women. In short, it was a masculine society. With the advent of feminist movements, things went another way. Women began to move and claim their rights publicly, and here writers, poets and even the press had a share of this revolution. Our play was one of the works that dealt with this subject and how Bernard Shaw expressed his position through this work.

Then, we analyzed the facts of the stray from the conditions of writing through the writer and personalities down to several topics were raised through the play which was the largest share to analyze the heroine of the story because it is the main axis to reach the opinion of our writer and determine his position towards all those topics.

“Feminism, Gender, Education, Class differences within society, Feminist libertarian movements” were the cornerstones of the present study.

It was found from the study and analysis of the play that the writer tried to depict the bitter reality of women within the Victorian society and how they were subjected to oppression and abuse of males who believe that they have the right to own them.

The period of writing this play was characterized by social hierarchy, where society was exposed to division and the emergence of class struggles. This play is known for being a poor girl story who did not gain respect and love from people because of the way she dressed and accented, but her willingness to change and gain respect led her to education. Hence it was a turning point in her life and she moved from class to another one.

Shaw tried to defend women and show their rights and they should enjoy the same rights as men. Where he tried to show this through the main character of the play in the case of Eliza, whose life and future was directed by the male element. Her father sold her to Mr. Higgins only for money, considering her own property. After that he is in control of its decisions and choose between marriage or taste outside his home. She was also under social pressure as a poor girl using dialect and how she tried to improve her status by developing her language.

In addition, Pygmalion is a play rich in all sorts of problems in Victorian society, including highlighting the paradoxes that existed between males and females as language, polite forms, how to behave and talk.

The purpose of this research was to reveal how gender is represented within Victorian society as well as to focus on the subject of education for both females and males, With regard to the status of women in society despite the dominance of male.

The Victorian era is the age of change in all areas. This change also included literature and became romanticism of realism and the emergence of novel and play. The emergence of writers and playwrights with great works such as Henrik Ibsen and George Bernard Shaw

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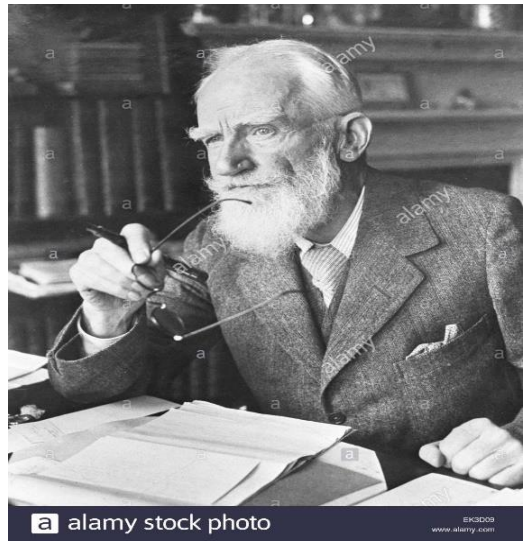
George, Bernard Shaw.(1913). *pygmalion*, copyright(2005) by ICON Group International, Inc.x

# Appendices

### Appendix 1:

#### Brief Biography of George Bernard Shaw

George Bernard Shaw grew up in an atmosphere of poverty. By the age of 15th, he ejected the school. In his view, schools are simply prisons and detention centres. His frequent visits to the British Museum had a great role in educating himself and his independent thought. He began his career in London with five



novels that did not have much success due to his bleak character, ut he became famous as a music critic in a newspaper and then used the theatre as a tool to address social issues. The most famous of his plays are The man of destiny, man and superman, arms and the man, widowers' houses. The most famous of them is Pygmalion to receive the Oscars as the best scenario. It is a humanitarian comic drama that describes love and class in English society. He always thought that literature had a reformist and educational message. He was one of the most prominent figures in defence of Islam as the only religion capable of Integration into any society

- The original photograph was discovered at the site of an old semi-ruined house in Minsk, USSR. – date taken ( 1 January1941) by photographer Tass (Image IDEK3D09).
- Brief Biography of George Bernard Shaw (YouTube, 2018)

- **Appendix 2:**

### **The Summery of the Play**

*Pygmalion*, the famous playwright of Bernard Shaw who tells his story about a flower girl “Eliza”, and vocalist and dialects Henri Higgins”. Another character known as” Colonel Pickering”, a phonetics professor also, offers a bet for Higgins to cover the full cost of this bet if he succeeds in teaching and converting Elise For a duke in six months and of course Higgins is a proud person of his successes to come and accept the bet. To ask Higgins to teach her to speak like a lady of the upper class in exchange for employment in a flower shop instead of selling flowers on the sidewalk and she accepts the offer.

The next morning, the girl goes to the master's lab to ask him to teach her for a very small amount, to become able to speak well enough to work at the flower shop. Higgins ridiculed her offer, but he remembered Pickering’s offer to cover the cost of the experiment. Higgins accepted the challenge and called on the manager of his house to make it ready. Suddenly the girl's father appeared demanding to return his daughter, but in fact, he wanted money to keep her. Mr. Higgins gave him the money, on his way to the door; he could not know the elegant girl who is his daughter.

The learning phase began. For several months, Mr. Higgins trained the Eliza girl to be able to speak well. During her training, he subjected her to two experiments. The first was at his mother's house where he presented her to the Eynsford Hills, a trio of mother, daughter, and son. During this meeting, Freddy admires Eliza, but Mrs. Higgins was worried about her because she still sneaks into cockney language. The second experiment was a month later during a reception for the ambassador and was very successful during the party. Higgins and Pickering then celebrated their success in the mission and were looking for an evening party and Luiza was not there and did not contribute to the success of the mission. This is where Eliza turned up and got angry at the situation and slapped the slippers at Higgins to ask him about her role after the end of his experience.

That evening she decided to leave his house. She left to go to his mother's house in the morning to discover her disappearance and was disturbed, but his mother told him that she was at home. In the morning, Eliza decided to leave Higgins and she would marry Freddy Eynsford Hill. She will earn her living as a teacher of phonetics and this angered Higgins, but she was very impressed by her personality. The play ended with irony and Higgins laughed about the idea of her marriage to Freddy. (CliffsNotes study guides, 2016)

### **Appendix 3**

#### **Major Themes of the Play**

##### **Femininity and Gender Roles**

Shaw did not choose the title of the play in an arbitrary way. He took it from an ancient legend that speaks of a person who despised all women and made a statue that embodies the ideal woman for him to fall in love with him in the end. The famous playwright Bernard Shaw had drawn attention to gender and femininity and how the main character of the play Higgins changes from Eliza from a flower girl to a perfect girl. From here we know how women were seen during this period of time. The theatre is seen as an example of unrealism and oppression of women.

##### **Education and Intelligence**

Shaw's body is the subject of education through Higgins and Pickering as professors of sound science. While Eliza lacks education because of the community's beliefs about women's education. However, her lack of education has not stopped them from using her intelligence. Eliza is trying hard to absorb her lessons and learning. Hills family Higgins combines Eliza with her upper-class guests and helps solve problems. The play also shows Mr. Higgins's negative side. He sees everyone as subjects of his linguistic studies rather than taking into account their feelings. It is a bet and just an experience.

### **Social Class and Manners**

The period that coincided with the writing of the play was characterized by a social hierarchy and characterized by social mobility against these social differences. The play presented the way of working and shaping this sequence and highlighted some of its problems. On the other hand, Eliza can learn from the ethics of nobles by learning how to act according to the standards of the upper class. In the fifth chapter, Pickering comments that Eliza played a noble role better than the noble ladies themselves. Mr. Higgins was often rude to Mrs. Higgins by reminding him of your brotherhood. And how to deal with it from here we can conclude that was well behaved by the upper-class figures with their lower-class counterparts and that morality is not only conditional on the class where the rich and the poor can behave with good morals.

### **Language and Speech**

The subject of language was one of the most important subjects in this play. Higgins and Beckering taught of the Acoustics to Lycchva Eliza Rose saleswoman and how her language Cockney can be improved. The language revealed to a large extent the identity of the characters. Throughout the play, we see Elise and how she turned to learn the language correctly and changed her identity. The slang was the language of the lower class in contrast to the correct English language belongs to the higher ones, but the intelligent of the lower class can learn the language and enter the world of the upper class. Eliza used this for her benefit and entered the noble society successfully as a noblewoman.

### Appendix 4

#### Characters in *Pygmalion*

**Professor Henry Higgins** He is a professor of audios who appeared at the beginning of the playwriting his notes about Eliza and the way they spoke. He appears in a practical personality that does not show his feelings and does not care about what other people feel or think about. He sees others as subjects for his studies. Eliza complains of being treated harshly and without respect, Not only with them but with everyone dealing with the virtues. The task of teaching Eliza and changing the girl for the first row for a specific period and succeed in it, but Eliza in the latter does not accept marriage and leave it.

**Eliza Doolittle** - At the beginning of the play, she appeared in rumpled clothes selling flowers on the road. She is uneducated and responds in a cruel, unpretentious manner with a strong personality who is not afraid to defend herself. After she went to the Higgins house we saw a smart girl learning fast. I learned from Higgins and Pickering to speak and act like a lady of the upper class. But at the beginning of the fifth chapter, she realizes she cannot go back to her old life and cannot stay in Mr. Higgins' house because she has finished her training. She has always wanted to be independent so that a man cannot live with her life, so she decides to leave Higgins and marry Freddy to make up the uncertainty about this unexpected end of the play. Did she really get her independence as she wanted?

**Colonel Pickering.** He is betting with Higgins about turning Eliza from a girl who talks to Cockney to a first-class lady, within six months. He paid for the whole experience. One of the characters who treated Eliza gently and respectfully. Miss Doolittle calls it and in the latter apologizes because it has been treated as a subject for an experiment unlike Higgins, who has not apologized

**Alfred Doolittle** -Eliza's father is old but strong and material, after he knows that his daughter when a rich man goes and benefits from the situation materially. In exchange for allowing her to stay. He looks like a cruel father who does not give his daughter



## Appendices

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enough love. His situation quickly changes and becomes rich and his daughter is invited to his wedding. Shaw wanted to convey the idea of men ruling women as if they were their property and control their decisions as if they were nonexistent.

**Mrs. Higgins.** Mother of Mr. Higgins. She received Eliza at her home during her first appearance. The appearance was attended by the Eynsford Hills family. It is true that she was upset by them but we see her later treated well. She occasionally talks to her son about how badly he treats Eliza. We see her in the five chapters trying to solve some problems and fix the situation between her son, Eliza and Pickering. She plays an important role during the five seasons of the play.

**Freddy Eynsford Hill** - From the family of Eynsford Hills, brother of Clara. We see him at the opening, urging the first exit of Eliza after a short period of training where he and his sister and his mother and becomes fond of Eliza to go back and discover in the fifth chapter that he was sending letters of love to her. The girl escapes him to escape Higgins' control over her and marry him instead of seeking her independence.