

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Troubled Victorian Femininity: George Eliot's *The Mill on the Floss* as a Case Study.

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Anglo-American Studies**

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2014-2015

Candidate Declaration

I, SALHI Soumia,
candidate of Master at the Department of English, Larbi Ben M'hidi University, do
hereby declare that the dissertation entitled Troubled Victorian Femininity: George
Eliot's *The Mill on the Floss* as a Case Study. In partial fulfillment of MA Degree in
Anglo-American studies is my own original work, and it has not previously, in its
entirety or in part, been submitted at any university.

Date: 17 /05 / 2015

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Signature of the candidate

Dedication

I dedicate my dissertation to all whom I know, my family, in specific. A special gratitude to my parents, my lovely mother and my dear, wise father (god bless him). To all my friends, I dedicate this work also to everyone who prays for me to succeed.

Acknowledgements

I would like first to thank Allah for his guidance, then, I acknowledge my supervisor who was patient, thank you miss. I also want to thank all English department members, Larbi Ben M'hidi University, and all my teachers.

Abstract:

The Victorian age, as an age of men and totally neglected women, with its unfair principles imposed on women has created many intelligent females. George Eliot is one of those females who imposed herself and her works to be taken into consideration by her exquisite writing technique. One of her early famous works is her novel *The Mill on the Floss*, this novel is considered approximately her real life in which she suffered from inferiority and mistreatment. This fact makes this novel a point of interest for this study since it tends to analyse the psychology of Victorian females through the analysis of the protagonist's personality. This dissertation is made up of three chapters. The first chapter is a theoretical chapter in which the Victorian age is explained through a short biography of the pioneer of the era, Queen Victoria, in addition to the circumstances of the age and the division of the society then. Another point that is developed in the chapter is literature of the age, to go in specific to George Eliot's life and works. The last element of this chapter is the description of the theories to be used in this study which are Psychoanalysis theory and Object Relations theory. The second is a practical chapter in which the protagonist, Maggie, personality is analysed according to Object Relations theory. This means that it is analysed according to Maggie's relations. The third and the last chapter is the second practical chapter in which the Freudian Psychoanalysis theory is applied to see how does Maggie build her personality through the three components of the psyche, the Id, Ego, and Superego.

Résumé:

L'époque de la reine victoria est l'époque de l'homme ou la femme est complètement négligée. A cette époque plusieurs femmes génies, apparaissent et s'imposent malgré les principes ardues qui y règnent. L'une de ces génies est George Eliot qui utilise une technique d'expression exclusive et très particulière apparue et remarquée à travers son roman autobiographique intitulé : *Le Moulin sur la Rivière Floss (The Mill on the Floss)* qui traduit réellement la marginalisation et l'ignorance sociale dont elle a souffert ce qui a attiré l'attention des chercheuses et des critiques surtout ceux qui s'intéressent à la psychanalyse de la femme à cette époque. Cette autobiographie comprend une psychanalyse de la personnalité de l'héroïne à travers trois volumes :

Le premier chapitre est une partie théorique qui représente l'ère historique de la reine victoria à travers son autobiographie et les conditions de vie des différentes couches sociales de son époque. Aussi il aborde la littérature de cette période et le parcours de **George Eliot** tant qu'écrivain, prenant en considération ses travaux littéraires les plus intéressants. Enfin la théorie psychanalytique et tous ce qui concerne la personnalité de l'individu et ses relations avec les autres. Le deuxième chapitre est une partie pratique qui étudie la personnalité de **Maggie** en appliquant la théorie de **Winnicott** qui analyse l'impacte de l'environnement sur la structure de la personnalité du fait qu'il donne une personnalité. Le troisième chapitre, c'est la 2ème partie qui applique la théorie de psychanalyse de **Freud** pour connaître Les Bases de la personnalité théorique A partir des trois concepts de cette théorie : le ça, le moi, le surmoi.

المخلص:

عصر الملكة فيكتوريا عصر رجالي بامتياز تجاهل المرأة تماما ، و بالرغم من مبادئه الجائرة إلا انه خلق العديد من النساء النوابغ. **جورج اليوت** هي إحدى هؤلاء النساء اللاتي فرضن أنفسهن و أعمالهن الأدبية لتخلد من خلال انتقائها لطريقة كتابية خاصة ، وقد ظهر لنا ذلك من خلال عملها الروائي الطاحونة على نهر (The Mill on the Floss) هذا العمل الذي يعد سيرة ذاتية لها صورت من خلاله معاناتها من التهميش و التجاهل الاجتماعي ، لذلك حظيت باهتمام الدارسين لاسيما الباحثين عن تحليل الجوانب النفسية للمرأة في هذا العصر. قامت هذه المذكرة على تحليل شخصية البطلة، من خلال ثلاثة فصول : الفصل الأول وهو فصل نظري تم من خلاله التقديم للحقبة التاريخية لعصر الملكة فيكتوريا انطلاقا من سيرتها الذاتية ، و الظروف المعاشية في عصرها من خلال تقسيم المجتمع آنذاك ، إضافة إلى حديثنا عن أدب هذه الفترة و تسليط الضوء على حياة **جورج اليوت** ككاتبة والتعريف على أهم أعمالها الأدبية ، أما الحديث عن النظرية المطبقة فقد كان آخر مراحل هذا الفصل من خلال شرحنا للنظرية النفسية ومحاولة الإحاطة بكل ما يتعلق بشخصية الفرد وعلاقته بالآخرين . أما الفصل الثاني فهو فصل تطبيقي تم خلاله دراسة شخصية " **ماغي** " وذلك بتطبيقنا لنظرية **وينيكوت** الداعية إلى دراسة بنية الشخصية وتأثرها بالمحيط ، مما يولد لنا نفسية صحيحة أو نفسية خاطئة . ليأتي الفصل الثالث وهو ثاني الفصول التطبيقية الذي تم من خلاله تطبيق نظرية **فرويد** النفسية للتعرف على مكانم شخصية البطلة انطلاقا من الأنا و الذات و الأنا الأعلى.

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Introduction:

The Victorian age is considered the most important period in Great Britain's history. In this period England knew a great wave in industry but at the same time this age knew many social problems that were the interest of all people then. One of those problems was the females' inferiority in many fields. Literature was one of those important fields that fought to be taken into consideration. Many Victorian female writers proved themselves in front of those circumstances, each one with her own special way.

George Eliot, the British Victorian writer, who made people astonish about her name and confuse if she is a male or female writer, is one of the female Victorian writers. She wrote to show the reality of the females' lives during that era where dominance was for males and females were neglected. Those ideas and information told about the age are points of interest for anyone who wants to go beyond them and look for the reasons that created this age. The way George Eliot used to popularize her works is not of less importance to be understood to know the real reasons behind her way and the influences which lead her to choose such way.

Many researches were done about the Victorian age and George Eliot but this work will be somehow different for it does not study the Victorian age or George Eliot in a direct way but it tends to study the circumstances of the age through life of one of the Victorian females represented in George Eliot's work *The Mill on the Floss*. Since this work is considered the writer's autobiography, it is clear that this work gathers two aspects. It presents the circumstances lived by Victorian women and exhibits George Eliot's life.

The Victorian age was a difficult period for women who were inferior in many fields. Works of female writers were not always taken into consideration. George Eliot is one of those writers who chose her own way to make her works considerable. However, the way she used made her works popular but it could never make her able to overcome her complex of female inferiority because she represents this in her literary works. Through the presentation of the female character “Maggie” in *The Mill on the Floss*, George Eliot tends to show the unbalanced scale of gender relations, at all levels, in which women were prone to all kinds of torture under the Victorian social norms generally and their male counterparts particularly. Moreover, the text epitomizes these females’ yearning for a respectable self- image.

Through George Eliot’s *The Mill on the Floss*, the aim of this study will be achieved. since George Eliot is a Victorian female this means that she herself lived under the unfair principles imposed on females of the age. Bearing in mind that this novel has a clear relation with her real life, it is obvious for this novel to picture females’ life during the Victorian era. George Eliot in this work, *The Mill on the Floss*, represents her life in the protagonist’s character to show the mistreatment and inferiority lived by females then.

To be analysed appropriately, this work needs a literary theory to be followed and applied. For this study, since it will deal with the novel as a depiction of the writer’s personal life and life’s experiences that left a trace in George Eliot’s psychology, this means that the most suitable theories will be the theories of personality such as Psychoanalytical theory. Psychoanalytical theory will be applied on this work but hand in hand with another personality’s theory which is the Object Relations theory.

Object relations theory is one of the contemporary personality theories that study the human psychology in relation with other people. This theory is applicable for this work since the work itself tends to analyse the female personality in relation to the society, in general, and the male, in specific. In this case, the protagonist's personality is analysed in relation to her family and friends on the one hand and in relation to her brother on the other hand. In addition to this theory, there is the Psychoanalytical theory which aims in this work to analyse the female personality and how it is constructed under those principles and treatments.

According to the topic and theories, this work is divided into three main chapters. The first chapter is considered the theoretical part of this study in which the general aspects of the Victorian life are explained after a short biography of Queen Victoria. Literature of the age is described through names of some writers and their works to reach George Eliot specifically. The mentioned theories are the last point this chapter deals with in order to be explained.

The second chapter is the first practical part of the work. In this chapter, the Object Relations theory is applied on the protagonist's personality to see how others can affect her in terms of relations, with both males and females. Maggie's relationship with her close relations is divided into two categories, the first is her relation with males and the second is her relation with females. Those relations and their effects are so important because they have a great role in shaping the protagonist's personality.

At last, there is the third chapter. It is the second theoretical part; it is concerned with the Freudian Psychoanalytical theory of personality to see if females really can have a balanced personality or not which means to know if the effects of the society can be overcome or not.

The choice of this topic, of course, has aims to be achieved. The Victorian age is the interest of many researchers because it is a great age, but at the same time this age has its disadvantages that concerned the females more. Since females were under males' control, the topic of gender relations during that era becomes widely discussed, as the goal of this study, to show the mistreatment towards females of that age and confirm that those conditions are influential and may create persons with weak and bad personalities which may affect the whole society.

Chapter One:

Discovering the Victorian Age.

Speaking about the Victorian age that represents mainly the second half of the 19th century Britain, one should directly relate it to the great period of industry and technology on the one apparent hand. On the hidden hand, there was the opposite, social class, child labour, and gender relations that put the power in the hands of men. Those circumstances led people to be divided into two categories, some with the queen because they took benefit from its reign, while others were totally against her; those are people who were under rich people's control. However, those conditions did never prevent the queen from putting her name in the world's history and become the great monarch, the grandmother of Europe, Queen Victoria. This chapter is considered a theoretical chapter in which life of Queen Victoria and the circumstances of her age are to be mentioned, in general to know how the Victorian society was divided ? And according to what it is divided? More precisely this chapter shows literature of the age and specifically tackles the Victorian female writers and how their works were taking as an example one of those Victorian writers who is George Eliot with her life and works. This chapter ends up by a definition of the theories to be applied in the work which are object relations theory that studies the human behaviours according to their relations with the others and psychoanalysis theory with its structure of the mind. All those ideas are presented in this chapter to see the circumstances imposed on people during the Victorian age.

The Queen's full name was Alexandrina Victoria which was the combination of her parents' selection Victoria, and her uncle's George IV want, Alexandrina after her

godfather Tsar Alexander II of Russia as Simkin illustrated.⁽¹⁾ Victoria was born at Kensington palace on May 24, 1819. She was the only child of the fourth son of George III, Edward duke of Kent, and Victoire, the German princess, who was almost 20 years younger than Edward because she was married before to Prince Emich Charles of Leiningen with whom she gave birth to Victoria's step-sisters Charles and Feodora.

Victoria had a lonely life since her father died when she was not yet one year, eight months. After her father's death, her mother developed "a close relationship with sir John Conroy..., who acted as if Victoria was his daughter and had a major influence over her as child" (par 2). Conroy's love to Victoria made King William IV aware as Victoria was the only heir at the age of eighteen and Conroy by his love may influence her and become the ruler. Williams' awareness was not in its place because when he died and Victoria still young, he did not know that "Victoria learnt to hate Conroy. She described him as "the arch fiend", "a monster" and "a demon". She disliked his daughters too".⁽²⁾ Conroy himself did not know he "was determined that when Victoria became queen it was he who would benefit" (par 14), but the surprise was when Victoria banished him in 1837.

The little queen was very lucky, for when she became queen, Melbourne was the prime minister who had no children and considered Victoria as his daughter. She also referred to him in political views, but "in the autumn of 1837 a rumour circulated that Victoria was considering marrying Lord Melbourne" (Simkin par 7) without taking into account what she has written in her journal "he is such an honest; good kind – hearted man and is my friend, I know it" (par 6). In 1839, two years after her reign, she visited London where she fell in her cousin's, Prince Albert of Saxe-Coburg, love and they were married in February of the next year, 1840. One year later, Lord Melbourne resigned as a prime minister, and Prince Albert became her influence in political views,

Victoria's love started by marriage and ended by nine children after eighteen years. Although she was not a supporter of big families "early in her marriage she complained to her favourite uncle Leopold I of Belgium that she had no desire to have a big family. She went on to have nine children" (Dennison par 4). This is what Dennison considered one of the contradictions of the queen's life.

Prince Albert died of typhoid fever in December 1861. After her husband's death, Victoria became totally absent in the public view, but she continued her role as a queen. At this time and after Albert's death and Melbourne's resignation, Victoria found herself obliged to build new relationships. The first of these was with John Brown, but rumours appeared for the second time: "relationship with Brown caused some concern and rumours began to circulate that the two has secretly married" (Simkin par 17). After this rumour, Queen Victoria lost confidence of the public, while the public's view became stronger and totally against her, according to Simkin's declaration (par 9). Because of her doubt about Flora Hasting, one of her ladies –in-waiting ⁽³⁾, that she was pregnant. This story was delivered to newspapers, but after Flora's death, Victoria lost her popularity because her doubt was not true and flora was really ill and not pregnant. Those bad things from the queen's side create the people's hatred towards her which led to her assassination many times.

Queen Victoria seemed not to care about her public or even what they do or say. She continued building other relationships to strengthen her position. In 1874, Benjamin Disraeli became a prime minister. Both the queen and the prime minister preferred each other. On one hand, Victoria "preferred Disraeli's conservatism" (par 19), and in the other hand Benjamin worked to make her the empress of India in 1876:

With the passage of the Royal titles Bill in the summer of 1876, Queen Victoria became empress of India, contemporaries saw the measure as a theatrical coup engineered by her prime minister, Benjamin Disraeli. Disraeli had neglected to consult properly the opposition before the announcement of the Bill in the Queen's speech and his critics therefore lambasted his imperial pretensions, which were deemed un-English and despotic.

(4)

But the real reasons were very ancient:

There are thus several reasons why, by the 1860's, Victoria thought of herself as empress of India. Partly it was due to the influence of Albert, anxious to find in an Indian empire something that allowed him a larger role as consort. Partly it was due to the influence of conservative politicians, determined that Victoria uses her royal prerogative to reverse Whig policies in India, especially in military affairs. But, above all, Victoria's delusion of imperial power ...rested on her prolonged and involved contact with the affairs of the Indian princely states during the 1840's and 1850's. (271)

In addition "empress of India she was vehement in her antiracism" (Dennison par 30). Queen Victoria after a great life since her childhood, died at her house in the Isle of Wight on 22nd January, 1901.

The Victorian age, ruled by a woman, knew many contradictions, in many fields. It was famous and known mostly by the industrial revolution. By this revolution, England knew a great wave in industry and technology. Moreover, this wave concerned the society also as Barbara claimed ⁽⁵⁾, this social concern has many reasons and results. One of the industrial revolution ⁽⁶⁾ results was the high population of Great Britain in the 19th century because of immigration and most of those immigrants came to look for jobs. As there were many industries in Britain people were coming to look for employment “large numbers of immigrants coming from Ireland fleeing the potato famine and the unemployment situation in their own country” (par2).

Those immigrants led to the great social problem in 19th century Britain which was the class system. Since the industrial revolution, many people became owners of industries while others became workers in those industries. This made many groups demand a class system “which allowed the persistence of harsh living conditions for many”. ⁽⁷⁾ One may wonder why those bad conditions? Obviously, it is because of the separation between the rich and the poor, and more precisely the inferiority of the poor. Rich people saw that the poor should not ameliorate their position since “god had put people in their place in life and this must not be interfered with because the life after death was more important” (Barbara par 13). By these measures only the rich had the right to live, and the poor was excluded.

If one tries to understand this idea, it would be nothing, as Barbara said (par 13), but the selfishness of the rich towards the poor. In this case, poor people will be working under the control of the rich, of course with fewer wages, because at the time all people were looking for jobs, no matter if they are skilled or unskilled. For that reason another social problem appeared, it is child labour. Barbara explained that most of children worked without giving importance to the job's kind; they accepted even

difficult or dangerous jobs like coal mines or chimney sweeps. Some of them wanted to help their poor families, while some others because they lived in the streets (par 10).

Another kind of separation was between men and women, and here the queen's contradictory attitude, as Dennison mentioned (Dennison par1) appeared. How could she build relationships with men and forbids this in her society? How did she love her cousin before marriage and prevent communication of love between people?"Verbal or written communication of emotion or sexual feelings was also often verboten" (kaitlyn and Christine line 11-14). However, the Victorian people used other ways to communicate "... So people instead used the language of flowers" (line15-16).Those principles imposed on people gave birth to other problems such as prostitution which was widely spread. This separation between men and women was very clear in the society; the man was always seen superior than the woman who almost had the same situation as children. She was seen always as weak and inferior: "innocence and inexperience and a cultivated fragility were the characteristics attributes of the Victorian girl".⁽⁸⁾ This fragility was at the physical level which made her not allowed to work outside home: she was more suitable for the domestic sphere.

In addition to that, both education and employment were forbidden because many families thought that if they let their daughters attend school, this would make them unmarriageable, as Hughes mentioned⁽⁹⁾ in addition

The employment of women was [thus] [sic] widely condemned. it was seen as an offence to feminine decency , as a threat to the family and as leading directly to immorality The fact that men and women mingled freely

in their work was highly improper and bound to lead to all kinds of dubious activities. (Calder qtd in Danielova¹⁰)

They were allowed only to study music , dancing , drawing ...etc because those were considered as things that attract the husband , and the woman who does not know those arts is seen weak in her society: “ a woman without the ability to handle a little music , a little drawing , and lots of needlework was considered lacking , as was a woman who was socially gauche “ (17). As if women were servants of man, they are shaped as he likes; otherwise, they would be neglected.

The ideology of separate spheres ⁽¹⁰⁾, as Hughes declared (Hughes par 2) was applied and couples do not meet until meal time, and in order to make the husband happy the wife must make him satisfied by her cooking, her clean house, children and “marks of her activity had to remain hidden on the husband’s arrival. Detergent smell , kitchen utensils and even children’s toys were removed ; all things were in their places and a warm dinner ready” (Danielova¹⁴). Women in the Victorian era were dolls ; they used to be beautiful , clean , wearing good clothes and satisfying the needs of the husband as if the husband is the child and the wife is the doll. Another contradiction of the age appears here; the man needs to be satisfied by the woman, but he didn’t care if she is satisfied or not. Most of Victorian women were not at ease, and they were totally right: How could they feel at ease in a society that does not value educated and clever women? “Many manuals indeed specifically warn women against being too clever in the company of men. They don’t like clever, opinionated women; [...] [sic] it is to a woman’s detriment to appear so” (17). Whatever the woman does, she would be seen as inferior, “women had smaller skulls than men, which meant smaller brains” (17), and her total fulfillment is in her home, by motherhood and domesticity this is what Abrams wrote. ⁽¹¹⁾

To summarize, it is obvious to say that “the Victorian era 1837-1901 is characterized as the domestic age par excellence, epitomized by Queen Victoria ...” (4). This means that the place of Victorian women was home: no education, no employment, and many other rights like the right of vote. Unlike them men were the source of power and instructions. This division in the society, rich and poor, men and women, are reasons which make people, who are inferior in the society feel themselves as slaves in a society under the rule of an anti-slavery monarch who struggled to free slaves

The anti-slavery movement had campaigned for years to achieve the ban, succeeding with a partial abolition in 1807 and the full ban in 1833. It had taken so long because the anti-slavery morality was pitted against a powerful capitalist element in the empire which claimed that their businesses would be destroyed if they were not permitted to exploit slave labour. (kaitlyn and Christine line 87-92)

But unfortunately, her own kingdom became a kingdom of slavery in many fields, and the main loser was the woman who was inferior whether in the eyes of the rich, the poor, and man. There was no way to escape this inferiority at all levels and fields of life. The main field was literature, for, it is axiomatic, that it is the mirror of the age.

Literature of the Victorian age was characterized by its realistic touch. Most of the writers were influenced by the circumstances of the age which led them to depict this in their works focusing on the restrictions imposed on, especially, poor people and women, and the conflicts between social classes. Through those writings, writers tended

to achieve two goals: the first was to depict the real life lived in the age, and the second was to create and enforce good morals to be adopted in Victoria's society. Charles Dickens, for instance, was one of the Victorian writers who showed the miserable life of the time, but at least his works were taken into consideration unlike those of many female writers who were neglected.

This negligence did not prevent female writers from writing to show the woman's image: Charlotte Bronte and Elizabeth Gaskell were writers of the Victorian age who competed to continue their desire of writing showing the situation of women: "Charlotte Bronte, Elizabeth Gaskell ...broaden and deepen the terms of the ongoing cultural debate about the fallen woman".⁽¹²⁾ They show the idea of inferior woman in their works like: *Jane Eyre* and *Mary Barton*, in which they showed "the lower caste of women functions as erotic intoxicant for their socially superior pursuers" (358). In addition to Bronte and Gaskell there many other writers who wrote for the same sake, Elizabeth Robins, Victoria Cross are worth to mention. They tried to portray sexuality and psychology in their works. There is also Charlotte Mary Yong whose most of her works were not printed.

George Eliot was one of the female writers of the age. It is somehow abnormal if comparing the name and the gender, but this is the different and intelligent way she used to achieve her goal in making her works gain fame and consideration. She is Mary Ann Evans who was born on November 22nd, 1819 in Warwickshire. She was the third child of Robert Evans and Christiana Evans. Marry Ann had one sister Christiana, known Chrissey, and one brother Isaac ,but she had also a step-sister, Fanny, and a step-brother, Robert, form her father's first marriage. Mr. Robert was at first a carpenter, then a forester, then a land-agent, while Mrs. Christiana was an active housewife.

Mary, in her childhood, was a good reader. This is a matter which led her later to study with her sister in many schools. She attended first Miss Latham's school in Attleborough for a period of four years, then Mrs. Wallington's school for four other years, in Nuneaton, where she was taught by the evangelical Maria Lewis. From the age of thirteen to sixteen, she studied at Miss Franklin's school in Coventry. Mary Ann had this chance of education which is not always offered to women of the Victorian age because of her father's situation and her concentration on reading. This concentration had a hidden reason which was Mary's ugliness "It does say that she was considered to have an ill-favoured appearance, and she formed a number of embarrassing, unreciprocated emotional attachments".⁽¹³⁾ She was not beautiful, and as the Victorian age wanted women to satisfy their husbands' needs, Mary thought of less chance in marriage and preferred to be an educated woman to improve herself by other ways rather than beauty.

When she was sixteen, she had an acceptable level. Because of her mother's death in 1836, she was obliged to return home, as a housekeeper. After her brother's marriage, she left home with her father to Foleshill. In 1849, Mr Robert died, and Mary Ann became alone. So, she traveled to Switzerland to return the next year to London and stay with the radical publisher Chapman. Later, she became the editor of the Westminster review journal in which she tried to improve herself as a writer. By this office, she was able to build many relationships: Chapman, Herbert Spencer, and at last George Henry Lewes with whom she decided to live in 1854 and considered him her source of power and thought that "without Lewes, there would have been no George Eliot to praise".⁽¹⁴⁾

As Mary lived alone after her father's death, she was always looking for someone to depend on as "... George Eliot was of a most affectionate disposition, always requiring someone to lean upon ...she was not fitted to stand alone" (9). When analysing Eliot's life, we find that, she found in Lewes the source of both power and love that is why she accepted to live with him despite his marriage and inability to divorce his wife, Agnes Jarvis, with whom he had three children. His wife had four children with another husband before Lewes, but those children took Lewes's name, for this he could not divorce her legally, but he lived with Mary as his wife. They traveled together to Germany for two purposes: the first was research, and the second was to spend their honeymoon.

Mary loved Lewes and referred to him as her husband, so she adopted his first name, George. It is true that she did this because she really honoured Lewes, but also she chose this name to have a place in the writing world since females' works were not of a high importance. George Eliot's first novel was *Adam Bede*, published in 1859. As noticed by her readers, she was very influenced by her family, a matter which made her include some of her real life in her works. In *Adam Bede*, she could not write without depicting her father's character. In this novel, we find "his career and character are partially depicted in Adam Bede, Caleb Garth, and Mr. Hackit-portraits in which the different stages of his life are recorded with a mingling of, fact and fiction".⁽¹⁵⁾

As *Adam Bede* gained popularity, George Eliot was motivated to continue writing. And after *Adam Bede*, she wrote her specific novel *The Mill on the Floss* in 1860, then *Silas Marner* in 1861 in which the social outsiders and small-town persecution are represented. Two years later, *Romola* was written, 1863, it was a historical novel in which Eliot portrayed the real lives of some people. Her novels were written in succession. Three years later in 1866, *Felix Holt, the Radical* was written. It

was somehow a political novel. In 1871-72, she wrote *Middlemarch* which was a political novel that told the stories of some denizens, but it was specific by its psychological insight. *Daniel Deronda*, Eliot's last novel in 1876. By the time she was writing this novel, George Lewes's health was becoming bad; he died on 30 November 1878. George Eliot was not a novelist only but a poet also. She wrote many poems among them: *The Spanish gypsy*, (1868), *Brother and Sister*, (1869), *The Death of Moses*, (1879), and many other poems. After Lewes's death, Mary continued her life with John Cross, the legal husband. John was Lewes's friend and she found him the most suitable person to be her husband. This legal marriage made her brother, Isaac, satisfied and he sent her a letter congratulating her marriage.

Mary's marriage to John last for few months, from 16th May, 1880 to 22 December, 1880 when she died from a throat infection. George Eliot was really a famous British Victorian writer who gained popularity by her own and specific way. This writer depicted most of her experiences in her works as she herself declared "I have always thought that the most fortunate Britons are those whose experience has given them a practical share in many aspects of the national lot ..." (13).

According to her declaration, it is clear that she really depicted her real life in *The Mill on the Floss* where she represents her life in the character of Maggie Tulliver who is suffering from a bad relationship with her brother Tom reflecting her sick relation with her brother Isaac. Good relationship with her sister Christiana is depicted via Lucy's character, Maggie's cousin. In addition to that, her emotional relationships, first with Philip, as Lewes, and later with Stephen. She tried to change some events and characters, but her psychology and her unconscious led her to construct such work that reveals the traits of her personality to her readers. Many people; who read her life, consider *The Mill on the Floss* as her autobiography "*The Mill on the Floss* (1860) is

George Eliot's most autobiographical novel... As Eliot was only too aware from her own experience, a girl's journey to adulthood especially if she aspired to anything beyond a typically domestic female role".⁽¹⁶⁾

Reading the novel, it is obvious that one would curiously like to go beyond the lines and the words written and analyse this novel in order to grasp what the writer wants to convey. In doing so a literary theory must be followed to reach a successful analysis. It is mentioned before that the main reason behind this novel was George Eliot's own life and experiences that influenced her to create such work. This idea leads logically to the use of the psychoanalysis theory and other theories under its veil in order to understand the real reasons behind such work.

Psychoanalysis as a theory studies the human's psychology according to certain principles put by the Austrian father and founder Sigmund Freud, who was a neurologist, in late the 19th century. Freud's theory really influenced Jacques Lacan

The work of the French psychoanalyst Jacques Lacan centers around his extensive re-reading of Freud in the light of insights furnished by linguistics and structuralism. Lacan's project was not merely to apply these discourses to psychoanalysis, but rather to enable the mutual reinterpretation of all of these areas of inquiry. He effectively employed these disciplines, as well as mathematics and logic, to reformulate Freud's account of the unconscious and his own account of human subjectivity in a (somewhat altered) Saussurean

terminology of the connections between signifier and signified.⁽¹⁷⁾

Freudian theory puts its focus more on sexuality and explains and analyses personality through two different ways.

First, through the psychosexual stages, starting with the oral one in which the child seeks to find his needs; otherwise, a lack of those needs will influence him in the future. The anal stage is the second stage where sexual interests of the child become more important. In addition to both, the oral and the anal stage, there is the phallic stage during which the genitals are so important. This leads to the appearance of the oedipal complex, for boys, and Electra complex, for girls. In this stage, children become closer to the parent of the different sex. In this stage also, the boy will see himself sexually superior unlike the girl. The next stage is the latency stage which succeeds to deviate somehow the child's feeling from sexual to social with other persons rather than parents. The last of psychosexual stages is the genital one. It represents the age from puberty to adulthood. This stage is responsible for confirming if the person has a good personality or not through the previous stages.

Second, by the structure of the mind that starts by the Id which is considered by Freud the unconscious part of the mind. This part is responsible for human desires and needs, no matter if those needs are right or wrong. The Superego is the part of the mind which might be considered as the person's consciousness because it leads people to behave in a perfect way without mistakes and with the great right morals of the society.

The last part of the mind that Freud sees as the control of the previous two parts is the Ego. This part is responsible for making a balance between the needs of the Id and morality of the Superego because no one is created perfect to live without mistakes.

Meanwhile, no one would live without personal drives and needs that is why the Ego creates a balance between the two to make people live in a correct and acceptable way. Those principles made Freud's theory the best applicable theory for *The Mill on the Floss* for in this study there is no interest in Maggie's sexuality or sexual relationships, unlike her social position and her relational problems that helped in applying the components of the mind; the Id, Ego and Superego which are responsible for building Maggie's personality, by the end.

Talking about the theories of personality, Psychoanalysis theory comes to the surface directly. It is true that it is the well known and the most famous one, but this does not mean that it is the only useful one. There is a long list of theories related to it. Among those theories, there is the Personal Construct theory, the Trait theory, Gray's biopsychological Theory of personality, Phenomenal Theory and many other related theories that study the personality. Each one has its own specific way with its specific focuses, but the most useful theory, after the Psychoanalysis one, is the Object Relations theory.

Object Relations theory, as a theory of personality, first emerged in 1920 by Otto Rank, and then it was developed by Melanie Klein, Ronald Fairbairn, Donald Winnicott, and Margaret Mahler in 1940's and 1950's. This theory tends to explain and study how external relationships can influence the human personality which means that no human is born with a certain specific personality, but his/her external relationships are responsible for shaping that personality as said by Milivojevic and Ivezic: "the psychological development is inseparably linked to the growing feeling of external reality, and the child begins to see the difference between the inner and external world".⁽¹⁸⁾ This means that the circumstances lived by the child influence his relations.

If the child had a good childhood, this would create a good adulthood for him and his relations, and if the opposite happened, a bad adulthood will be provided.

Concerning the analysis of *The Mill on the Floss*, the most suitable theory is Donald Woods Winnicott's one because his principles cope with Maggie's case since she is suffering from mistreatment from her society or environment, in this case according to Winnicott it is the principle of holding

Winnicott's holding is seen as an ontological concept that is primarily concerned with being and its relationship to time. Initially the mother safeguards the infant's continuity of being. In part by insulating him from the 'not me' aspect of time. Maturation entails the infant gradually internalizing the mother's holding of the continuity of his being over time and emotional flux.⁽¹⁹⁾

This concept of holding is responsible for deciding the existence of the next needed principles which are; a good enough mother and a good enough environment which are responsible for creating a good or bad personality "To be able to develop, an individual needs a certain emotional atmosphere represented by the concept of good-enough mother and good-enough environment" (Milivojevic and Ivezic 21).

Those principles are suitable to be applied on Maggie's character to discover her relationships and their influence on her and decide according to Winnicott's theory if she has a true self "By True Self, Winnicott is referring to that authentic identity with which the child is born. When acknowledged, received, and responded to by the mother, the child's True Self is confirmed and given meaning"⁽²⁰⁾, or a false one "the False Self develops as the infant is repeatedly subjected to maternal care that intrudes upon, rejects, or abandons his experience. As a result, the growing child increasingly

loses his sense of initiative and spontaneity, as “there is a growing sense in the individual of futility and despair” ” (251).

To sum up what has been said before, it is to say that despite the fact that the Victorian age was an age of development, technology, industry, and politics, but it was a miserable age in many life aspects and needs: employment, the class system, and gender relations...etc. Females, in general, and female writers, in specific, were influenced greatly by those conditions through negligence. Some females like George Eliot, the British Victorian writer, found their way to improve themselves. However, those conditions used always to appear in their works, for they used almost to speak about their real experiences and lives, even in an indirect way, in their works. This helped greatly in making those works a subject of interest of many students and scholars. They become a site of contention which is open to many critical literary interpretations. Psychoanalysis and other theories of personality, like object relations theory, are useful theories for such a modest study that aims to analyse George Eliot’s protagonist of *The Mill on the Floss*, Maggie, and her relation with male characters, in the novel, and how those relations affect her life, and lead her to a specific way of acting, in addition to the way she used to overcome life’s difficulties to build her own personality and identity.

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Chapter Two:

Object Relating and Maggie's Personality.

George Eliot, the Victorian female writer, who fought to make her position in an anti-female society, gained popularity through her works. This was first because they were published under a male pen name, and second, they depicted the reality of the age. She wrote many novels such as *Daniel Deronda*, (1876), *Middlemarch*, (1871-72), *Adam Bede*, (1859), and many other novels and poems. *The mill on the floss* (1860) was her novel which led her to fame. It is written according to Eliot's personal life, in which she suffered a lot because of the mistreatment of the whole society. *The Mill on the Floss*, as a Victorian novel, tells the story of a Victorian girl, Maggie, who suffers from abuse from her society, especially her brother who neglects her in most of the time considering her as weak and inferior as a girl. This seemed not effective, for Maggie always shows her good tempered spirit and did not show her inner suffering. But according to the object relations theory, it is effective because this theory studies the human personality according to his relations especially in childhood which helps in shaping the human's personality according to those relations. Maggie in her childhood suffers from negligence from many sides because of the principles imposed on her by the age. One may wonder do really those principles influence Maggie? If yes, in what way and how does she react to them? These are questions that may come to mind when speaking about this novel. This chapter takes the responsibility of answering these questions in a detailed way through the analysis of Maggie's personality, and how did her environmental relationships influence her according to object relations theory, in general, and Winnicott's theory, in specific. Since Maggie, in her childhood, suffers

from a mistreatment from her close relations because of the age's sexism, logically, this would give birth to Maggie's false self which may destroy even her good relations.

Psychoanalysis in general, as a theory of personality, studies with its principles both the psychosexual structure of the human being, as mentioned before, as well as the structure of the mind. It is well-known that Sigmund Freud is the founder and the father of this famous theory. Many other theorists who were influenced by Freud and his theory tried to develop it in many ways and with many different principles to cope their needs or their field of study.

According to this theory, "the psychological development is inseparably linked to the growing feeling of external reality, and the child begins to see the difference between the inner and external world".⁽¹⁾ This principle is directly related to one of the personality's theories, it is Object Relations theory in which items at its center "the role of internalized objects and internalized object relations throughout life, these internalizations become patterns for interactions with others; the individual will project onto others and other situations aspects of the internalized other".⁽²⁾ This means that this theory aims to study the human's personality according to his relationships: "Object Relations (OR) theory is an individual psychology that views the personality as a system of parts in interaction with significant others in the environment".⁽³⁾ This clarifies the idea that the personality of any one is directly related to his environmental relationships, if they are good, the human being will have a good personality, while if they are bad, obviously one would suffer from a bad personality and face some social problems. This is more emphasized through Bell's view who thinks that "children with greater object relation's maturation [perceive] themselves as more socially confident, [report] greater self-esteem and [are] less likely to present with internalising problems reflecting anxiety and depression than children with low object relation's maturity".⁽⁴⁾

Object Relations theory emerged in 1920 by Otto Rank, and then it was developed by Melanie Klein and William Ronald Dodge Fairbairn. Donald Woods Winnicott was also one of the object relations theorists who developed this theory with Margaret Mahler, who is famous by her principle of separation- individuation, in the 1940's and 1950's, in addition to many other theorists.

As one of the Object Relations theorists, Winnicott was also a Pediatrician, psychiatrist, sociologist, and psychoanalyst. He is very known by his stages of development in object relations theory: holding environment which means the child's living conditions especially in relation to his mother whether she takes care of him or not, subjective omnipotence in which the child feels himself the center of power since he reached all of his needs, transitional experience that is the area where the child discovers new things unlike that he knows which creates a connection between the child's inner reality and the external reality, true self and false self; by true self Winnicott means the aliveness of one's personality without influences, while the false self is the unreal person who acts according to the others and their influences as if he puts a mask. This study that deals with *The Mill on the Floss* will make use of three concepts from Winnicott's theory. Those concepts are holding, good enough mother/environment, and false self. Those are used in particular because they find an adequate manifestation in the life lived by Maggie. She was still a child, but her mother and her environment treatment shaped her personality as an unbalanced one (false self). Those concepts fit the story of Maggie who really suffered from what Winnicott mentioned in his theory.

Concerning Winnicott's concepts, it is preferable to start by holding, for it is the responsible for the remaining. 'Holding' for Winnicott "includes actual physical holding, and caring for the child over time. It is psychological as well as physical".⁽⁵⁾

This means that holding, according to Winnicott represents the living circumstances whether physical or psychological, it is obvious that holding is related to both the mother and the environment because the mother is responsible for taking care (hold) of her child at home, and the environment is the responsible to do so outside home. For that, holding is to decide about the good enough mother and environment, but meanwhile one can say good enough mother about any close relation because in this context the word 'mother' does not imply the biological mother, but any care giver or any close person. For Maggie's case, most of her relations may be called 'mother', for most of them are close to her.

A good enough mother "meets the omnipotence of the infant and to some extent makes sense of it. She does this repeatedly. A True Self begins to have life, through the strength given to the infant's weak ego by the mother's implementation of the infant's omnipotent expressions". ⁽⁶⁾ This quotation means that the good enough mother /environment takes the responsibility of creating the true self by holding:

Winnicott suggests that the parent's role is to provide a 'facilitating environment' in which the 'good-enough mother', through her empathy and intuition, does not impinge but adapts and responds sufficiently to the child to facilitate the growth of the infant by making herself available as a 'usable object'. In this way, the environment can both respond to and allow for the individuality and capacities of each person, enabling him or her to grow and progress. (Nolan and Nolan 10-11)

But if it is the opposite, the true self will never emerge:

The mother who is not good enough is not able to implement the infant's omnipotence, and so she repeatedly fails to meet the infant gesture; instead she substitutes her own gesture which is to be given sense by the compliance of the infant. This compliance on the part of the infant is the earliest stage of the False Self, and belongs to the mother's inability to sense her infant's needs. (Winnicott 144)

In this case, it is clear that the human personality's construction is dependent on the mother and environment "to be able to develop, an individual needs a certain emotional atmosphere represented by the concept of good-enough mother and good-enough environment" (Milivojevic and Ivezic 21). In this chapter's case study, the early circumstances lead to the emergence of the 'false self', because:

Winnicott uses the term "false self" [sic] to describe the defensive organization formed by the infant and child as a result of inadequate mothering or failures in empathy. Experiencing either maternal impingement or emotional withdrawal, the infant is forced to accommodate his own needs to the conscious and unconscious needs of those upon whom he is dependent. ⁽⁷⁾

From what Winnicott has explained, it is very clear that relationships are important for any human being since childhood, but at the same time those relations are crucial in deciding about the personality of that person because he would be behaving in accordance to them:

Winnicott states that the infant's compliance "is the earliest stage of the False Self, and belongs to the mother's inability to sense her infant's needs". Thus, the False Self develops as the infant is repeatedly subjected to maternal care that intrudes upon, rejects, or abandons his experience. As a result, the growing child increasingly loses his sense of initiative and spontaneity, as "there is a growing sense in the individual of futility and despair.

(253)

And it is the case of this chapter where all the previous concepts and terms will be put in practice to see how Maggie's personality is affected accordingly.

Since the novel is concerned with the situation of females in the Victorian age, Maggie, the protagonist, appears as someone who is so important from the first pages of the novel. It is so clear that Maggie is seen always as inferior in her environment, in general, and by her brother, Tom, in specific. This inferiority had emerged because of the principles of the Victorian age, as mentioned in the first chapter, for that Maggie was always treated badly, but since she knew how women of the age should be, she never tried to complain or defend herself. The novel shows that her familial situation is not that comfortable since she did not feel free even in her personal affairs. Although he loves her, Tom always hurts her, even in simple matters. A good example is when his rabbits died, he was very sad of that which made Maggie try to pay him of this mistake and buy other rabbits: " "Tom," she said, timidly, when they were out of doors, "how much money did you give for your rabbits? "Two half-crowns and a sixpence," said Tom, promptly. "I think I've got a great deal more than that in my steel purse upstairs. I'll ask mother to give it you" ".⁽⁸⁾ However, Tom did not accept that replying: " "What

for?” said Tom. “I don’t want your money, you silly thing. I’ve got a great deal more money than you, because I’m a boy. I always have half sovereigns and sovereigns for my Christmas boxes because I shall be a man, and you only have five-shilling pieces, because you’re only a girl” ” (37).

This speech reveals the selfishness of men towards women in the age that is created by the age’s social norms. This selfishness was seen normal in that age, but for psychologists, general theorists, and object relations theorists, specifically, it is abnormal. For them, object relations theorists, this treatment, in childhood, would directly influence the human’s development of personality, especially in the future, because according to D.W Winnicott whose theory’s one principle is that the human being, and the child ,specifically, does not act as an individual, but he acts according to his environmental relationships. In clearer words, even though a person may have a good personality, it may be shifted to a bad one because of the bad circumstances or relationships experienced by that person in his childhood.

Winnicott’s theory focuses on many stages, yet to study *The Mill on the Floss* and Maggie’s relationships, the most suitable stages are ‘holding’ and the ‘true and false self’. Analysing Maggie’s relationships implies dividing them into parts in accordance with the theory .For Winnicott, ‘holding’ is the responsible for creating a good enough mother and a good enough environment to decide whether the person acts according to the true or the false self. Maggie, in her childhood lives neither with a good enough mother nor in a good-enough environment, and this is evident from the first pages of the novel.

Her relation with her family is a good aspect to start with. Her mother, for instance, does not hate her while she is not totally satisfied, for they always fight each

other, especially about Maggie's look which is considered a problem. She is always against her daughter's look because she wants her to wear a specific kind of dress and to cut her hair like her cousin Lucy:

Mrs. Tulliver,[Maggie's mother] desiring her daughter to have a curled crop, "like other folks's children," had had it cut too short in front to be pushed behind the ears; and as it was usually straight an hour after it had been taken out of paper, Maggie was incessantly tossing her head to keep the dark, heavy locks out of her gleaming black eyes,--an action which gave her very much the air of a small Shetland pony. (11)

Maggie's disagreement with that makes her mother always ashamed of her in front of people: " "Maggie," said Mrs. Tulliver, beckoning Maggie to her, and whispering in her ear, as soon as this point of Lucy's staying was settled, "go and get your hair brushed, do, for shame. I told you not to come in without going to Martha first, you know I did" " (69). Mrs.Tulliver really likes her daughter to be fashionable, but she imposes this more on Maggie because aunt Glegg used to hurt her sister, Mrs.Tulliver, by commenting on Maggie, since she is of a reach family: "the Dodsons were certainly a handsome family, and Mrs. Glegg was not the least handsome of the sisters" (58). This pushes Maggie to hate her: "and I don't want to do anything for my aunt Glegg. I don't like her" (11). Mrs.Glegg continues commenting on Maggie's hair till she becomes angry and cuts it:

Tom come out with me," whispered Maggie, pulling his sleeve as she passed him; and Tom followed willingly

enough. "Come upstairs with me, Tom," she whispered, when they were outside the door. "There's something I want to do before dinner." "There's no time to play at anything before dinner," said Tom, whose imagination was impatient of any intermediate prospect. "Oh yes, there is time for this; *do*[sic] come, Tom." Tom followed Maggie upstairs into her mother's room, and saw her go at once to a drawer, from which she took out a large pair of scissors. "What are they for, Maggie?" said Tom, feeling his curiosity awakened. Maggie answered by seizing her front locks and cutting them straight across the middle of her forehead. (69)

Maggie at the time seems not aware neither of her aunt's acts nor of her mother's one. Nonetheless she is very influenced by her mother's acts, since the mother, normally, should represent tenderness and make her daughter feel confident. Maggie unfortunately lacks this feeling of confidence because her mother opposes her. This is something which makes Maggie close to her father while normally she should be close to her mother with whom she spent most of her time. Yet, it is the opposite because her father is always to her side:

Her feeble power of defiance left her in an instant, her heart swelled, and getting up from her chair, she ran to her father, hid her face on his shoulder, and burst out into loud sobbing. "Come, come, my wench," said her father, soothingly, putting his arm round her, "never mind; you

was i' the right to cut it off if it plagued you; give over crying; father'll take your part". (75)

Mr. Tulliver, unlike his wife, loves his daughter and treats her in a good way. However, when it comes to education he prefers to send Tom to school rather than Maggie because of many reasons. First, he wants his son to be more intelligent:

Now, what I want is to send him to a school where they'll make him a bit nimble with his tongue and his pen, and make a smart chap of him. I want my son to be even wi' these fellows as have got the start o' me with having better schooling. Not but what, if the world had been left as God made it, I could ha' seen my way, and held my own wi' the best of 'em; but things have got so twisted round and wrapped up i' unreasonable words, as aren't a bit like 'em, as I'm clean at fault, often an' often. (19)

The second reason is that Tom is a boy and should study in order not to be a farmer, but to have a better education and gain more money through his job :“ “What I want, you know,” said Mr. Tulliver,--”what I want is to give Tom a good eddication[sic]; an eddication[sic] as'll be a bread to him. That was what I was thinking of when I gave notice for him to leave the academy at Lady-day. I mean to put him to a downright good school at Midsummer” (6).

Despite this, Maggie is more intelligent than Tom “--he's got a notion o' things out o' door, an' a sort o' common sense, as he'd lay hold o' things by the right handle. But he's slow with his tongue, you see, and he reads but poorly, and can't abide the books, and spells all wrong, they tell me, an' as shy as can be wi' strangers, an' you never hear him say 'cute things like the little wench” (19). This made her at the

beginning want to go also to school, but since her father “was, on the whole, a man of safe traditional opinions” (13), she knew that he would keep stressing his Victorian ideas and principles which means that she would never convince him of that. Maggie, at last, is convinced by her father’s decision easily since he is her source of power and confidence. Unlike her mother, he is always with her against all people, especially Tom and her mother.

All of Maggie’s family members know that she is clever, but they prefer Tom to go to school because at that time, as it is mentioned in the previous chapter, the Victorian girls should not go to school. To the Victorians, this would provide their girls with less chance of marriage. This obviously made Maggie not confident about her intelligence since her environment gives her the idea that she is inferior by those unfair acts. All those acts seem very normal to them, but they seem abnormal to Maggie as they prove very hurtful to her. She is always complaining either to her father or to her cousin Lucy who is always with her especially when Tom tries to make fun on her. Lucy always tries to defend her as the novel evinces. Maggie is really hurt by those acts, but the most hurtful thing is Tom’s treatment to her that was contradictory. He sometimes loves her and treats her in a good way, while in other times he hurts her with his words and acts: “Tom began to laugh at her, and say she was like an idiot” (70). If she does good things, he shows her his love; but if she mistakes, he punishes her with his bad words as if he is the responsible for her. This makes him, unlike his father, a source of weakness and inferiority for his sister. Maggie sees always in Tom the Victorian society that wants the female to be the soldier of the chess game: it is moved wherever the player wants. Tom does find no one more suitable than Maggie to do so with; he cannot do this with his father or mother because it would be inappropriate.

Between Maggie and Tom there was a big interaction, for they are close in age, but she is more intelligent than him which made him always try to prove himself in his own way: “she was rather in awe of Tom’s superiority, for he was the only person who called her knowledge “stuff,” and did not feel surprised at her cleverness”(41). Starting by the death of his rabbits, at that time, Maggie is depicted as one who is so afraid and she try to give him money in order to buy others, but he did not accept the idea that she, an inferior girl, would give him money :“Tom, indeed, was of opinion that Maggie was a silly little thing; all girls were silly,--they couldn’t throw a stone so as to hit anything, couldn’t do anything with a pocket-knife, and were frightened at frogs”(41). For this reason, he did not accept to take them from her: “I don’t want your money ... because you’re only a girl” (37).This seems an ordinary act, in the age, and Maggie does not show dissatisfaction about that but, in fact, such acts leave a remarkable trace in Maggie’s mind which will make her react in her coming days.

Not only that, but even when Lucy comes Tom, in most of the time, accompanies her: “ “ Oh, I dare say, Miss Spitfire! I’d never be such a cross thing as you, making faces like that. Lucy doesn’t do so. I like Lucy better than you; I wish Lucy was my sister” ” (96). Furthermore, he tries to make fun of Maggie: “ “Oh, Maggie,” said Tom, jumping round her, and slapping his knees as he laughed, “Oh, my buttons! What a queer thing you look! Look at yourself in the glass; you look like the idiot we throw out nutshells to at school” ” (70). However, Maggie was still young, but she was too patient, and she kept moving as a soldier, according to Tom’s will, because she knew that she could do nothing since she is a Victorian girl.

Maggie’s relationship with Tom, in their childhood, was not that good-enough relation. This directly influences their future relation, as the object relations theorists “believe that the basic structure of a person’s internal world is to a great extent formed

within the first few years of life and is created through relating. The person's need to relate to others is placed at the centre of what it is to be human" (Nolan and Nolan 2). After few years, when their father is cursed by debts, they are obliged to pay them. Maggie tries to help her brother and take the responsibility of the debts together, but Tom, of course, refuses preferring to pay them alone. This is amply shown in the novel.

Maggie is so influenced by those circumstances in two ways. The first one is that she is neglected by Tom when the debts are to be paid, and the second is that, without doubt, her family, in general, and Tom, in specific, would never accept her to marry Philip Wakem, Mr. Wakem's son, to whom they should pay the debts or give the mill. This is because Philip and his father are enemies. So, it is impossible to accept Maggie's relationship with him. Although Maggie loved Philip too much, and they were thinking of marriage, " "Yes, Lucy, I would choose to marry him. I think it would be the best and highest lot for me,--to make his life happy. He loved me first. No one else could be quite what he is to me" (Eliot 493), but with no power she had chosen to leave him. Without doing that, she will lose Tom as a brother: "but I can't divide myself from my brother for life. I must go away, and wait. Pray don't speak to me again about it" " (493). Maggie, as the text unfolds, enjoys a good relationship with Philip because she knows that he is against his father's ideas and acts towards Mr. Tulliver's family; however, she preferred not to lose Tom since he is everything in her life. Donald Hawes clarifies this saying "Tom, in his relationship to Maggie, does not merely occupy the position of lover but of both m (other) and other".⁽⁹⁾ She leaves Philip in an obligatory way because it is Tom's will not her one. Normally, since she knows that Philip is against those wrong and unfair ideas, she should not take such a decision, but try to convince Tom and the whole family in an intelligent way, not to lose Philip. This

influences her too much, although she showed the opposite when she deals with Tom as usual.

According to the novel and Winnicott's concept of holding, that means both the physical and psychological care, it is impossible for Maggie to have a good personality in her coming days because by 'holding' Winnicott means the living circumstances and how those circumstances take the responsibility to create the good personality:

“The ability to form a selective and enduring bond is considered a fundamental feature of human experience and according to some theorists, plays a pivotal role in the process of personality development. Present theories of bonding behaviours stem from observational research and in general, poorly developed infant bonding with the main caregiver is thought to negatively impact on children's later attachment and explorative behaviours”. (Bell par 1)

The case of this novel's protagonist proves not lucky, for she does not live neither with a good enough mother, who is always against her however she did not hate her, nor in a good enough environment, in general, because of her family members' treatment. Those bad treatments lead her false self to emerge. In Winnicott's view, it is according to the mother and the environment (holding), the true or the false self will emerge “where the mother cannot adapt well enough, the infant gets seduced into a compliance, and a compliant False Self reacts to environmental demands and the infant seems to accept them” (Daehnert 253). For Maggie, the not good enough mother and environment help and push her false self to emerge because “from an object relations perspective, personality formation and the development of the self are related primarily

to the child's experience in relationship with his or her mother "(Nolan and Nolan 10). The protagonist, Maggie, is so influenced by that, but this influence is more remarkable on her brother Tom, Lucy, and Philip. This is clearly attributed to the reason of age since they belong to the same generation. It is obvious for Maggie to become jealous about those people, and she is right because she compares herself to those people whom she sees superior to her.

She starts by Philip, with whom she refuses to continue her relationship, for fear that he would be treating her like Tom does, since he is a man. Here the influence of the experiences of Maggie's childhood emerges, because for object relations theorists "Disturbed object relations are manifested in a lack of capacity for empathy with others and in a lack of mature evaluation of others. Others are perceived as idealized or as persecutory or devalued".⁽¹⁰⁾ And Maggie, of course, grows up with the idea that boys are always against her as a girl, as Tom did. At the same time, she does this with Philip for fear that Tom will hate her more. Lucy also is among those people, but she is very afraid since Maggie betrays her with Stephen, with whom she had a love relationship. Yet, Maggie does this out of jealousy, false self according to the theory. She sees Lucy better than her: Tom loves her, and her relation to Stephen is so good, as the novel reveals. So, Maggie wishes to replace Lucy and have the same chance with males. However, she loses the confidence towards males. This very act shocks Lucy, but she is not very angry with her, and she forgives her. This can be explained by two ways. The first is that both of them used to be close and she knows how much Maggie suffered from negligence, the second reason is that Lucy lives a good life, which prevented her from the dominance of the false self.

Maggie tries by many ways to improve herself as a girl, but unconsciously according to her false self she commits mistakes. The biggest one is her mistress with

Stephen which is considered against Tom to prove that she had an importance, unlike what he thought. In reality, all those acts are as a reaction or a logical result to her childhood's experiences as what Winnicott has explained:

Winnicott believed that all psychopathology springs from an inadequate facilitating environment, which arrests the maturational process of the child and can lead to the development of a 'false self'. He believed that these early traumas related to 'impingements from the environment', when the child is in a stage of absolute dependence.

(Nolan and Nolan 11-12)

With Stephen, the text reveals how much Maggie is very happy, and they are to marry secretly: “ “it is unnatural, it is horrible. Maggie, if you loved me as I love you, we should throw everything else to the winds for the sake of belonging to each other. We should break all these mistaken ties that were made in blindness, and determine to marry each other” ” (Eliot 505). Stephen also agrees on that saying “ “Maggie,”... in a deep tone of slow decision, “let us never go home again, till no one can part us,--till we are married” ”(525).

This mistake is considered by Tom as revenge since he does not accept her relation with Philip and even though Maggie tries to explain everything to him. Unfortunately, he declares that he would never forgive her:

“Tom,” she began faintly, “I am come back to you,--I am come back home--for refuge--to tell you everything.”...“You will find no home with me,” he answered, with tremulous rage. “You have disgraced us

all. You have disgraced my father's name. You have been a curse to your best friends. You have been base, deceitful; no motives are strong enough to restrain you. I wash my hands of you forever. You don't belong to me".
(546- 547)

At that time, Maggie recognizes that she loses all of her relationships, and she will be alone since she loses first Philip, then Lucy and now Tom. She gives up that kind of life and decides to leave with her mother: "Maggie was waiting outside the gate; she took her mother's hand and they walked a little way in silence. "Mother," said Maggie, at last, "we will go to Luke's cottage. Luke will take me in. He was very good to me when I was a little girl" " (548). She decides to live alone taking her own responsibility and depending on herself without any person who may hurt or abuse her by any way.

To summarize what has been said, it is recognizable that the Victorian age, as considered the age of men, gave birth to many problems such as the problem of female inferiority. This study is concerned with one personality which is the protagonist Maggie who suffers a lot from inferiority and negligence. The status of the novel makes it a point of study for psychoanalysts, and all scholars concerned with the study of personality, like object relations theorists. For this chapter, Object Relations theory, was the most suitable theory to analyse the protagonist's, Maggie, personality; which is basically her environment; that influenced her ,in a negative way and leads to the appearance of her false self which drives her to commit many mistakes ending up living alone in isolation. This isolation is chosen by Maggie as the last chance to improve herself as a female. This time to improve herself she have to construct a balanced personality and act in an appropriate way to convince people that she is a good person.

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Chapter Three:

The Quest for Personality: 'Maggie' from love to Isolation

The Mill on the Floss as a Victorian novel depicts the life of the Victorian females through the representation of Maggie's life. George Eliot in this novel tries to shed light on the circumstances and principles prone to females at that time. Those principles and circumstances led some Victorian females to act in a wrong way. Maggie, for instance, in *The Mill on the Floss* suffers from inferiority in her society which leads her to look for and build her personality in her own way. According to Freud's psychoanalytical theory, this construction of personality would be through the three components of personality: the id, the ego and the superego. These three elements are responsible for creating a balanced personality. In the case of Maggie, before knowing or analyzing any of those components, it is important to know the circumstances lived by Maggie and influences her to act in a wrong way in order to know how did she construct her personality alone. This is because the aim of this chapter is to know if Maggie really reaches a balanced personality or not. Of course according to one of the most known personality construction theories which is the Freudian psychoanalytical theory.

Psychoanalytical theory is a theory that studies the human behavior and its relation with the psyche:

As humans our behavior, our thoughts and actions are the product of our psyche. In order to have an understanding of why we behave as we do, it is necessary to identify the formation and structure of the human psyche. Sigmund Freud's work in the field of psychoanalysis was ground

breaking because it answered questions about the human psyche in a way that no one else had before him. ⁽¹⁾

This theory is developed by the Austrian neurologist and psychiatrist of Jewish origin, Sigmund Freud who was born on May 6th, 1856 in Freiberg in Austria. Freud taught at the University of Vienna from 1883 until he had to move to London in 1938. He is best known for this theory in which he explains that the human mind is composed of three elements: the id, the ego, and the superego which means that the three are important to analyse any human's psyche: "Freud analyzes the human psyche in terms of three elements, which he calls, the Id, Ego, and Super-Ego. In order to obtain an understanding as to why humans behave as they do, it is necessary to examine all three" (1).

In speaking about those components, it is logical to define each one of them. According to Freud, the Id is an unorganized part of the psyche that contains the human's needs and derives:

Internal Drive [Id] is defined as the unorganized behavior of an individual trying to influence the mind towards basic needs. It is inaccessible part of our personality resulting from neurotic symptoms characterizing negative character and can be described only as a contrast to the Ego. It is filled with energy reaching from the instincts, but has no organization, produces no collective will, but only striving to bring about the satisfaction of the instinctual needs subject to the observance of the pleasure principle. ⁽²⁾

This means that the id is a part of the psyche that wants only to fulfill the needs and a wants of the person no matter if those needs are appropriate or not: " [t]he ID is

responsible for individual's basic drives and knows no judgments of value, no good evil, no morality etc"(221).

This part of the psyche is present from birth "in the ID contrary impulses exist side by side, without cancelling each other out, thus psychic apparatus begins, at birth, as an undifferentiated ID part of which then develops into a structured Ego. It is very well known fact that the mind of a newborn child is id ridden, hence its immediate need is the satisfaction of being in the mother's care" (221). The Id's way of acting and satisfying the desires without giving importance to what is appropriate or not gives birth to another part of the psyche that tends to regulate and organize those unorganized actions.

This psyche part is the Ego: it is the human's psyche part that regulates the Id according to the rules and principles of the society and culture. Going back to Freud's model of the psyche, the Ego is identified as being "a coherent organization of mental processes". Freud's conception of the Ego is strongly related to consciousness and it controls approaches to the discharge of excitations into the external world. It is an element of the psyche that tries to regulate all of its constituent processes" (Siegfried 2). This gives the idea that the Ego's function is to guide the Id and shows it appropriate and what is not. In Siegfried terms, "the Ego has a set of psychic functions able to distinguish between fantasy and reality. It organizes thoughts and makes sense of the world. The Ego represents reason and common sense. The ego is said to serve three masters: the external world, the Id, and the Super-Ego" (2).

The third part of the psyche or the mind is the Superego which "works in contradiction to the ID. The Super-Ego strives to act in a socially appropriate manner, whereas the ID just wants instant self-gratification. The Super-Ego controls our sense of

right, wrong and guilt. It helps us fit into society by getting us to act in socially acceptable ways” (Navaneedhan 222). This means that the Superego is the opposite of the Id: the Id wants to achieve its needs even they are wrong while the Superego tends to prevent all those desires and creates an ideal person.

The idea that there is a contradiction between the Id and the Superego means that there is a conflict between the three components. Each one of them wants to improve its control over the other; the Id wants to achieve its desires, the Superego wants to impose its ideal, while the ego wants to make a balance between the two, Id and Superego, in addition to the external world: “Ego is thought to serve three severe masters, the external world, the Super-Ego and the ID. Its task is to find a balance between primitive drives and reality while satisfying the ID and Super-Ego. Its main concern is with the individual’s safety and allows some of the ID’s desires to be expressed” (221).

However, the Ego is opposed by the other components, but it strives to create the needed balance for a balanced personality which means that the three components are not separable but act with conflicts:

Thus the Ego, driven by the ID, confined by the Super-Ego, repulsed by reality, struggles in bringing about harmony among the forces and influences working in and upon it and readily breaks out in anxiety in three different ways—realistic anxiety regarding the external world, moral anxiety regarding the Super-Ego, and neurotic anxiety regarding the strength of the passions in the ID.
(221)

This means that the Ego is the medium component of the mind that creates a balanced personality because it regulates the relation between the two other extreme components.

Those components really conflict each other, but each one has its function that helps to construct the human personality:

These features often conflict with one another but they also work harmoniously to resolve these conflicts. It is also by analyzing these aspects and their functions that we are able to interpret why human beings behave the way they do on both an individual and cultural level. These interpretations allow us to derive a better understanding of each other's behavior and also allow us to engage in self-reflection, to better understand our own behavior.

(Siegfried 3)

This theory is the most suitable theory for the aim of this chapter since it aims to analyse the protagonist's personality through those three components. Another reason behind the choice of this theory is that the chosen novel; *The Mill on the Floss* is considered as George Eliot's autobiography, and one of the psychoanalytical theory aims is to study the literary work in relation with the psychology of the author: "the kind of psychoanalytic literary criticism enabled by Freud's account here would be one that analyzed both the form and content of art in relation to the author's psychology and biography".⁽³⁾ This means that George Eliot is remarkably influenced by her life that makes her create such a work:

Subsequent psychologists and literary critics, developing Freud's ideas, have extended the field of psychoanalytic criticism to encompass: analysis of the motives of an

author, of readers and fictional characters, relating a text to features of the author's biography such as childhood memories, relationship to parents; the nature of the creative process; the psychology of reader's responses to literary texts; interpretation of symbols in a text, to unearth latent meanings; analysis of the connections between various authors in a literary tradition; examination of gender roles and stereotypes. (572)

Freud also agrees on the idea that the writer's childhood life influences his creation of works later. Freud's inquiry moves to the connection between the life of a writer and his works:

He applies to the creative artist his earlier formula for phantasies: A strong experience in the present awakens in the creative writer a memory of an earlier experience (usually belonging to his childhood) from which there now proceeds a wish which finds its fulfillment in the creative work. Freud points out that his emphasis on a writer's childhood memories derives from his assumption that a creative work is a continuation of, and a substitute for, what was once the play of childhood. (581-582)

All what has been explained about the psychoanalytical theory will be the guidelines of this practical chapter that aspires to achieve its aim which is to analyse Maggie's personality and understand the real reasons behind her way of acting, of course, according to Freud's theory especially his structural model.

Maggie from her early life discovers her negligence from the society, in general, and from Tom, in specific. She is not showing the influence of that negligence but she is psychologically speaking not able to hide this influence because those acts hurt her and would influence her in the future. She is an intelligent girl and all of her family members know that except Tom: “she was rather in awe of Tom’s superiority, for he was the only person who called her knowledge “stuff,” and did not feel surprised at her cleverness”.⁽⁴⁾ But all of them prefer to offer Tom a good education rather than her despite that “he’s slow with his tongue... and he reads but poorly, and can’t abide the books, and spells all wrong... you never hear him say ‘cute things like the little wench” (19).

Maggie as she loves her father and knows that he “was, on the whole, a man of safe traditional opinions” (13), she is convinced with his decision to send Tom school. As Maggie is still young, so she is constructing her personality and this treatment would, of course, influence her according to Freud who “notes that one of the sources of our suffering – our relations with other people, on the levels of family, community, and state – is self-created” (Habib 584). Maggie at the beginning knew that Tom neglects her through his acts and words, “Tom began to laugh at her, and say she was like an idiot” (Eliot 70), but her father’s decision not to send her school makes her know that is not only Tom who sees her inferior but the whole family as it is the case of her mother who always fights her to ameliorate her look. Adding to that, Aunt Glegg does show her harsh criticism.

Poor Maggie agrees with this decision at last because she knows her weak opinion. Mr. Tulliver really sends his son to school to make him cleverer and to guarantee his job in the future. Yet he is still by his daughter’s side ““Come, come, my wench,” said her father, soothingly, putting his arm round her, “never mind; you was i’

the right to cut it off if it plagued you; give over crying; father'll take your part'" (75). This is what makes Maggie convinced by his act and keeps seeing in him the source of power unlike Tom who represents for her the unfair Victorian society, she is always acting according to his will.

Logically, Maggie must not be like this because her personality will be unbalanced because her Id which is according to Freud "the source of all psychic energy, making it the primary component of personality" ⁽⁵⁾ is oppressed by Tom's treatment and this is not logical. Each time Maggie wants to do something someone's desire stops her: she wants to make her hair long according to her will but her mother does not want that "desiring her daughter to have a curled crop, "like other folks's children," had had it cut too short in front to be pushed behind the ears" (Eliot 11). She succumbs to her mother's desires rather than hers and cuts it: "Tom followed Maggie upstairs into her mother's room, and saw her go at once to a drawer, from which she took out a large pair of scissors. "What are they for, Maggie?" said Tom, feeling his curiosity awakened. Maggie answered by seizing her front locks and cutting them straight across the middle of her forehead" (69). This incident takes place in her childhood which makes her personality unbalanced since she follows different desires of different people which means that she is each time with a different way of thinking.

The most important person who influences her greatly is Tom, since they are close to each other, but his bad treatment has a great impact which leads her to look for any other source of love. Here Maggie starts to construct her personality and of course she faces many problems. Her relations influence her and even her Id, Ego and Superego would be fighting each other for the dominance "with so many competing forces, it is easy to see how conflict might arise between the id, ego and superego" (Cherry par 5). The first person with whom Maggie feels in love is Philip, she meets him when she

visits Tom in school “before this dreary half-year was ended, Maggie actually came. Mrs. Stelling had given a general invitation for the little girl to come and stay with her brother; so when Mr. Tulliver drove over to King’s Lorton late in October, Maggie came too, with the sense that she was taking a great journey, and beginning to see the world” (Eliot 158). Maggie falls in his love because he was too kind with her:

Philip colored; he had meant to imply, would she love him as well in spite of his deformity, and yet when she alluded to it so plainly, he winced under her pity. Maggie, young as she was, felt her mistake. Hitherto she had instinctively behaved as if she were quite unconscious of Philip’s deformity; her own keen sensitiveness and experience under family criticism sufficed to teach her this as well as if she had been directed by the most finished breeding... said Philip. “They’re not like any other eyes. They seem trying to speak,--trying to speak kindly. I don’t like other people to look at me much, but I like you to look at me, Maggie”. (205)

With this kindness, Maggie feels that she has a considerable importance.

Philip remains her father’s enemy’s son. However, since she finds and feels safety and love with him, she cannot prevent herself from loving him: “yes, Lucy, I would choose to marry him. I think it would be the best and highest lot for me,--to make his life happy. He loved me first. No one else could be quite what he is to me” (493). In this case, according to Freud Maggie, is following her id which “is the source of all psychic energy. [it] is driven by the pleasure principle”(Cherry par 1), without

referring to Tom since her relation with Philip is secret, so that she built her relation in her own way.

It is a good relationship between the two and the evidence of this is their decision of marriage which gives birth to the struggle between Maggie's id and Tom's one: Maggie loves Philip and wants to marry him, "Yes, Lucy, I would choose to marry him" (Eliot 493), and Tom refuses because they have problems with Philip's father, Mr. Wakem:

Wakem's rascality was of that peculiarly aggravated kind which placed itself in opposition to that form of right embodied in Mr. Tulliver's interests and opinions. And as an extra touch of bitterness, the injured miller had recently, in borrowing the five hundred pounds, been obliged to carry a little business to Wakem's office on his own account. (157)

Maggie now is confused whether to follow her desires and continue with Philip, but in this case she will lose all of her family since they do not accept Philip, or to satisfy her family especially Tom and leave Philip who loves her: "he loved me first. No one else could be quite what he is to me" (493). In this case, according to Freud, it is the struggle between the id, the ego and the superego.

Maggie is trying here to find a solution that satisfies both sides, but unfortunately Maggie grows up inferior " "I don't want your money, you silly thing. I've got a great deal more money than you, because I'm a boy. I always have half sovereigns and sovereigns for my Christmas boxes because I shall be a man, and you

only have five-shilling pieces, because you're only a girl" (37). And she is a girl which means that she cannot take any independent decision without referring to Tom.

When she faces such a kind of problem, she could not be brave and explain her situation to Tom, that Philip does not agree with his father's actions:

"I think Philip Wakem seems a nice boy, Tom," she said when they went out of the study together into the garden, to pass the interval before dinner. "He couldn't choose his father, you know; and I've read of very bad men who had good sons, as well as good parents who had bad children. And if Philip is good, I think we ought to be the more sorry for him because his father is not a good man". (197)

But she resorts to satisfy Tom for fear that she would lose him: "but I can't divide myself from my brother for life. I must go away, and wait. Pray don't speak to me again about it" (493).

Maggie's childhood experiences still have an influence on her, she can not separate herself from Tom which means that she still lacks a personality because for Freud a balanced personality is "with the ego placed in the middle, and if all demands are met, the system maintains its balance of psychic power and the outcome is an adjusted personality" (Cherry par 6). Maggie satisfies her brother wishing him to give her more importance and sees her equal to him, but what the Victorian age ingrained in many years cannot be destroyed in a short time.

Unfortunately, Tom still sees his sister inferior and the evidence of this is his refusal of Maggie to help him in paying their father's debts. It is a good chance for Maggie to improve that she has an importance and can do good things and improve the

opposite of what Tom is saying “Tom, indeed, was of opinion that Maggie was a silly little thing; all girls were silly,--they couldn’t throw a stone so as to hit anything, could not do anything with a pocket-knife, and were frightened at frogs”(Eliot 41).Tom sticks to his idea and takes the responsibility of paying the debts alone without Maggie’s help, and he succeeds in doing this.

Maggie at this time does not show any negative act towards Tom because she wants him to pay the debts and get their Mill back, but this does not mean that she is satisfied with this because this act proves to her that Tom would never change his vision towards her. She starts looking again for another person who may give her importance and love. Mr. Tulliver, as it is mentioned before, loves his daughter which makes her see him the source of power, tenderness and love that is why she is able to reconcile Tom’s treatment. When Mr. Tulliver dies, Maggie finds herself in a difficult situation where she feels alone since he was the only person beside her: “give overcrying; father’ll take your part” (75). Maggie can not change the conditions she lived in her past with her family especially Tom who leads her to despair.

Tom’s treatment and Mr. Tulliver’s death lead Maggie to look for another source of love. This time he is Stephen Guest, Lucy’s boyfriend, who loves Maggie too much. They meet when she visits her aunt Moss. Here, Maggie’s desires grow up again and this time she is not able to overcome those desires since Stephen is her last hope. Secretly, she is so happy with Stephen because neither Tom nor Lucy knows about what is happening.

Stephen is serious and he wants to marry Maggie: “ “Maggie,” he said, in a deep tone of slow decision, “let us never go home again, till no one can part us,--till we are married” ” (525). Once again their mistress makes Tom angry:

But Tom's face, as he stood in the hot, still sunshine of that summer afternoon, had no gladness, no triumph in it. His mouth wore its bitterest expression, his severe brow its hardest and deepest fold, as he drew down his hat farther over his eyes to shelter them from the sun, and thrusting his hands deep into his pockets, began to walk up and down the gravel. No news of his sister had been heard. (546)

And he declares "You will find no home with me," ... "You have disgraced us all. You have disgraced my father's name. You have been a curse to your best friends. You have been base, deceitful; no motives are strong enough to restrain you. I wash my hands of you forever. You don't belong to me" (546- 547).

At this time, Maggie gives up her life with Tom. She is not going to leave Stephen and live with Tom as she did before with Philip, but to leave both Stephen and Tom: "Maggie was waiting outside the gate; she took her mother's hand and they walked a little way in silence. "Mother," said Maggie, at last, "we will go to Luke's cottage. Luke will take me in. He was very good to me when I was a little girl" " (548). Those circumstances lead her to take such a decision.

This decision according to Freud is taken by the superego which "acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles" (Cherry par 4). Maggie does not follow her internal desires, but she stops them and does something ideal to satisfy the other's desires. This win of the superego and its control over Maggie's decisions means that she still lacks a balanced personality

because in Freud's terms "the key to a healthy personality is a balance between the id, the ego, and the superego" (par5).

Maggie and her mother leave the mill and let Tom to live alone. The latter asks his mother to stay with him, but she refuses and goes with Maggie first to Bob Jakin's, one of the family's friends, house. While there, Maggie's trip for the good personality's quest starts because she has to take her responsibility alone without Tom which means that she must prove the opposite of what Tom says about her. With her mother, Maggie can not take any decision for fear that she would oppose her that is why she waits till her mother goes to visit the mill and she asks Bob to take her to Dr. Kenn, a friend of the family "I want you to go to Dr. Kenn's, and ask to speak to him, and tell him that I am here, and should be very grateful if he would come to me while my mother is away. She will not come back till evening" (Eliot 550).

After Maggie leaves the mill, she decides to take her responsibility alone as she tells Dr. Kenn when she meets him: " "the only thing I want is some occupation that will enable me to get my bread and be independent," said Maggie. "I shall not want much. I can go on lodging where I am" " (560). From her decision, it is so clear that Maggie tries to change her life; the life she lived in which she caused pain for most of people, Tom, Lucy, and Philip, but this time it is different from the other times. Before now, Maggie followed the others' desires (Superego) to correct her mistakes, but this way seems not appropriate because she satisfies the others and causes pain to herself.

This time Maggie uses a somehow bizarre way because the way Maggie uses is inappropriate: First, because she leaves her father's home because Tom does not forgive her, and second, because she goes to live alone far away from her society, the society in which she lived her past life.

Both reasons give the idea that Maggie has an unbalanced personality, for before she was acting according to her id and now she is acting according to her superego and both are extremes:

With the ego placed in the middle, and if all demands are met, the system maintains its balance of psychic power and the outcome is an adjusted personality. If there is imbalance, the outcome is a maladaptive personality. For example, with a dominant id, the outcome could be an impulsive and uncontrollable individual. With an overactive superego, the outcome might be an extremely moralistic individual. An overpowering ego could create an individual who is caught up in reality, is unable to be spontaneous, or lacks a personal sense of what is right and wrong. (Cherry par 6)

She is able to convince her brother that she did not mean to do a bad thing or to betray Lucy and that what has happened was a mistake, he may forgive her and let her live with him.

With Dr. Kenn, Maggie feels at ease since he accepts her; however, he knows her mistake and knows what people in St. Ogg's say about her: "the ladies of St. Ogg's were not beguiled by any wide speculative conceptions; but they had their favorite abstraction, called society, which served to make their consciences perfectly easy in doing what satisfied their own egoism,--thinking and speaking the worst of Maggie Tulliver, and turning their backs upon her" (Eliot 572). But since he finds in her a good character, he tries hard to offer her a job. She works as a governess for his children: "he himself wanted a daily governess for his younger children... Maggie gratefully

accepted an employment that gave her duties as well as a support; her days would be filled now, and solitary evenings would be a welcome rest” (573).

By this act, Dr. Kenn mends one of her childhood bad treatments especially that which is related to her brother. Since Maggie in her isolation attempts to build her personality, this act by Dr. Kenn would surely provide her with a great motivation to continue in this way because with him she finds what she was dreaming of in all her life. Maggie is serious in her office which makes Dr. Kenn loves her and thinks to marry her: “what an artful creature she was! What a mother for those children! It was enough to make poor Mrs. Kenn turn in her grave, that they should be put under the care of this girl only a few weeks after her death. Would he be so lost to propriety as to marry her before the year was out” (574). However, he knows what she does with Stephen, but since he sees in her a good person he thinks about marrying her.

Maggie lives alone for a long time she sees no one but her mother, she always tells her about her friends and relations “When Maggie was at home again, her mother brought her news” (563). This means that even though Maggie is far from her relations, she still has them in her mind and heart because it is impossible for anyone to live without a society. Maggie lives in Jakin’s house, she interacts with no one: “Maggie was again sitting in her lonely room, battling with the old shadowy enemies that were forever slain and rising again” (579). When she returns home, she goes to her room and stays alone as she does not want to build any new relations for fear that she will cause pain even for those people as she did before.

After a period of time Maggie receives a letter from Philip in which he tells her that he forgives her and still loves her:

“MAGGIE, -- I believe in you; I know you never meant to deceive me; I— know you tried to keep faith to me and to all. I believed this — before I had any other evidence of it than your own nature...I could not bear to forsake the world in which you still lived and might need me; it was part of the faith I had vowed to you, -- to wait and endure. Maggie, that is a proof of what I write now to assure you of, -- that no anguish I have had to bear on your account has been too heavy a price to pay for the new life into which I have entered in loving you. (567-568)

This letter makes Maggie so happy because she receives forgiveness at least from one to whom she caused pain. It is not only Philip who forgives her even Stephen and Lucy. Stephen sends her a letter like Philip.

Lucy is different from both; she goes to visit Maggie at Jakin’s house. It is a surprise for Maggie. Both of them are happy as if time erased what happened before but they keep silent and do not talk about their problem. When Lucy wants to leave, Maggie asks her to forgive Stephen: “ “Lucy,” Maggie began again, “he struggled too. He wanted to be true to you. He will come back to you. Forgive him he will be happy then” (577).

Maggie is able to refuse to see Lucy and not to accept Philip’s and Stephen’s letters, but since she does the opposite and accepts that this means that her Ego starts to dominate. In Freud’s terms, “the ego is the component of personality that is responsible for dealing with reality. [It] develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world” (Cherry par 3). It is so clear

that Maggie really was influenced by her childhood experiences in the past which made her cause problems and pain for the others, but when she is far from bad treatments and the idea that she is inferior she becomes able to deal with people in a correct way. Among people to whom Maggie returns back is her influence Tom but this time she is her who reconciles in a very different way.

In St. Ogg's, the weather becomes rainy for many days and many people are speaking about the flood which happened before, and it happens really for the second time. The moment when it is flooding Maggie does remember no one but her mother and Tom. She takes a boat and goes to save them. At this time, Mrs. Tulliver is not in the mill ““It is I, Tom,--Maggie. Where is mother?” “She is not here; she went to Garum the day before yesterday” (Eliot 588-589). There is Tom only, there is the person who mistreated her, who made fun of her in their childhood, who saw her inferior...etc. Maggie is able to remember all those acts and not save him, but since she builds her new personality with the dominance of the ego this means that she is going to act appropriately.

The new Maggie forgets all what has happened before, and she saves her brother silently “they sat mutely gazing at each other,--Maggie with eyes of intense life looking out from a weary, beaten face; Tom pale, with a certain awe and humiliation. Thought was busy though the lips were silent; and though he could ask no question, he guessed a story of almost miraculous, divinely protected effort” (589). George Eliot emphasizes the point that both Maggie and Tom are silent as if she wants to show two main ideas. The first idea is that Maggie comes only to save her brother she needs nothing else from him, and the second idea is to give the implication that Maggie is still weak when in front of Tom since in him her childhood experiences lie.

By the end, it is apparent that Maggie really constructs her own personality when she is alone as she said when she was in Jakin's house: "I will bear it, and bear it till death. But how long it will be before death comes! I am so young, so healthy. How shall I have patience and strength? Am I to struggle and fall and repent again? Has life other trials as hard for me still?" (584). Jakin also sees in her a strong girl: "Bob's mind was absorbed in possible expedients for the safety of the helpless indoors. The fact that Maggie had been up, had waked[sic] him, and had taken the lead in activity, gave Bob a vague impression of her as one who would help to protect, not need to be protected" (585). Yet, when with Tom, she still suffers from inferiority as before which means that even though she proves a balanced personality alone, Tom childhood experiences can never be overcome as Freud explained in his theory that those experiences "could serve as an instrument supplementing normal psychoanalysis by recovering repressed memories of past traumas that one may have experienced early in life" (Siegfried 2).

It is sorrowful because she dies with Tom before she imposes this personality on him "The next instant the boat was no longer seen upon the water, and the huge mass was hurrying on in hideous triumph. But soon the keel of the boat reappeared, a black speck on the golden water. The boat reappeared, but brother and sister had gone down" (Eliot 590). But at least, she dies satisfied about herself. In addition to Tom her friends also are satisfied about her.

However, Maggie suffers a lot in her life and fights to build herself as a female. By the end, she reaches her goal which is to be dependent and strong with a good personality that created an excusable person who forgives all people, especially Tom who hurts her. They die together and are buried together to continue their next life

undivided as it is written on their tomb “ “[i]n their death they were not divided” ” (592).

To conclude this chapter, it is logical to say that George Eliot's *The Mill on the Floss* is an interesting novel which exemplifies life of the Victorian females. In this chapter, the female protagonist's personality is analysed according to Freud's psychoanalytical theory through the three components of personality. After Maggie's personality analysis, it becomes clear that the three components of the psyche are responsible for creating either a balanced personality, with the dominance of the Ego, or an unbalanced personality, with the dominance of the Id or the Superego. By the end it is so clear that Maggie is able to construct her personality when she is alone and far from her society and Tom that both of them represent the Superego, but when she returns back to them she shows weakness. This means that she still rely on those influences what insures what Freud claims in his theory that childhood experiences have their impact on the personality of the person.

Notes and References:

- (1) William Siegfried, “The Formation and Structure of the Human Psyche,” *Athene Noctua: Undergraduate Philosophy Journal* 2 (2014):1.
- (3) Cittoor Girija Navaneedhan, “Balance of Internal Drive, Ego and Superego Through Self-Hypnosis,” *Journal of Behavioral and Brain Science* 2(2012):221.
- (4) M.A.R Habib, *Modern Literary Criticism and Theory a History* (Australia: Blackwell Publishing, 2005): 572.
- (4) George Eliot, *The Mill on the Floss* (San Diego: Icon Group International, Inc, 2005):4.
- (5) Kendra Cherry, “The Id, Ego, Superego: The Structural Model of Personality,” *Psychology. About.com* (2005):1.

Conclusion:

The Victorian age as it is known for all, is an important age in the history of the United Kingdom for during it England knew an important development. However, this age was a good age in many fields but it was bad in many others, such as the field of gender relations. Women in the Victorian age were totally neglected and treated as inferior to men. This subject of female inferiority attracted the attention of many Victorian writers who were writing for the sake of depicting the reality.

George Eliot is one of the Victorian female writers who writes to transfer the real image of the age to her readers. George Eliot herself is among those writers who suffers from less consideration for their works in comparison to male's one. This mistreatment, of course, would leave its traces in the female's psychology and this is so apparent in Eliot's works. *The Mill on the Floss* is one of her novels that depicts the Eliot's life during the Victorian era. This novel is considered important for this study because it describes the real sufferings of George Eliot as a Victorian female which means that in this novel she narrates her real experiences.

Reading the novel and understanding it, this would help in applying the needed theories on this novel. This study is to show the influence of those bad treatments on the females' personality. Dealing with this study one would obviously reach some points as results. For our concern three main points are reached.

The first point concerns the principles of the age, it is the product of the queen Victoria herself because how can an age ruled by a female be an age where females are disregarded, if the queen wanted the opposite to be happened in her monarchy this

would not be difficult for her as it was not difficult for her to reign at the age of eighteen.

The second point or result is taken according to the Object relations theory. It is that those circumstances lived by females and the environment relations during that era would create in those females bad personalities that may have an impact on their lives.

The third and last point is that those principles and circumstances of the age would enable females to have balanced personalities and even they fight to build a balanced personality this would not be assured for them because the lived conditions would not be easily overcome.

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