

Horizon of Expectation of Children's Ideal Future in 1946 Represented in Enid Blyton's *Malory Towers*

Asma Azizah* ✉, Prayudias Margawati**

*, **English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Article Info

Article History:
Received
16 April 2020
Approved
29 October 2020
Published
30 October 2020

Keywords: boarding school, children's ideal future, education, horizon of expectation

Abstract

1946 was a recovery year after Second World War ended and the early modern era. At the beginning of modern era, children were taught the basic attitude of well manners and respecting others. The social attitudes into children give adults more attention to children as separate beings, innocent, and need of protection. Therefore, this study aimed to explain (1) what British expectation toward children's future described on Enid Blyton's *Malory Towers* (2) children's characters in Enid Blyton's *Malory Towers* formed by the participation of British role and (3) today's perspective of British ideas in 1946. Qualitative descriptive study is employed with "horizon of Expectation" of reader response theory by Hans Robert Jauss is served to analyze the data. It is found that as illustrated in *Malory Towers*, British were expected their children to be kind, good-hearted, loved, trusted, and reliable child. In addition, parents, school, and friend's role are important to forming children's character to teach some values such as discipline, responsible, politeness, caring, loyal and understanding, respectful, mental strength, steady and wise attitude to reach the ideal future. On other hand, in 1946, education aims to change the society to fit the ideas of the ruling government or to create the utopian society through education. Furthermore, there are some similarities and differences of British ideas in 1946 and today's perspective of British education system and boarding school in which all the ideas have a good aim for children's future.

© 2020 Universitas Negeri Semarang

✉ Corresponding author:

B3 Building, Kampus Sekaran Gunungpati Semarang 50229, Indonesia

E-mail: asmaazizah84@gmail.com

INTRODUCTION

Second World War (1936-1945) has involved many major countries in the world. It was occurred because of a tendency or a fascist understanding that developed in Europe. It left a lot of negative impacts for UK. British run into the catastrophic defeat in Europe and Asia. It was destroyed their financial and economic independence, the real foundation of the imperial system.

In 1946 and so on was recovery year after World War II. Britain's economic condition runs into a big destruction. It was recovery and collapse, the industry was thriving, jobs were plentiful, and wages were good. These years also called as the wind of change by Great Britain.

The education system after World War II was being apprehensive. the headmaster of Ashurst Wood Council School, Mr. Wray growth the juvenile delinquency because of the poverty, bad housing, insufficient clubs, absence of facilities for recreation, decay in the standards of

conduct and of parental control, a weakening of religious influence, greater temptations which beset the modern child, a lack of opportunity for amusement, the cinema and new housing estates.

In addition, the lack of discipline in such homes was responsible for many of these crimes. The desire for adventure and war stories of deeds led them to stealing and destructive behaviour. Gangster films and the tough of gangster idea also become their influence. Besides that, the effect of the decline of religious training is another concern. Sunday School attendance has declined in the last twenty years.

The big impact after the war, take them off to the early modern era. In the beginning of modern era, and children were taught the basic attitude of well manners and respecting others. The shifting philosophical and social attitudes into children, also the notion of childhood started in Europe. Then, adults give more attention to children as separate beings, innocent, and need of protection by adults around them.

What happened to Literature in the early modern era? The writer reveals that they try to come out from the era of romanticism and realism. They much write any works based on social context. The writers see thoroughly through the social phenomena at that time or the background of the author itself relating to the story, or both. It is kind of the ideology of the author when wrote it.

First example is about *Tom Brown's School Days*. A novel written by Thomas Hughes (1857) is the story about a life at an English boy's boarding school. The story set in the 1830s at Rugby School. This novel is based on the author's experiences. Hughes attended Rugby School from 1834-1842. The main character, Tom, is harassed by the school bully, flashman, but overcomes his trials. Along his school career, he does very well academically and on the playing fields.

While Hughes novel tells about a life of English boy at boarding school, Enid Blyton (another English writer) also wrote a novel which tells about a life of English girl at her boarding school. The title of the novel is *Malory Towers*. It

was written in 1946. The novel prominently tells about how children going to boarding school for their study program. They taught to well behave, well mannered, obey the rules, gets some achievements in academic and non-academic, and so on. Darrel Rivers as the main characters in Blyton's novel is one of students in Malory Towers School, was imagining and thought a lot about her new school. She met new friends with different characteristics, heard many stories about what happened in the school, and enjoying her life with friends. The schools, the teachers, the seniors, and also her friends teach her a lot of things. She tried to resolve problems and learned a lot from the mistakes she did. Thus, the problems she faced being a process for her to be the good woman in the future.

According to these two novels, they show that Hughes and Blyton have different topic in their novel, Hughes mainly focuses on the bullying that happens in school, and the struggle against the bullying itself, while Blyton focuses on how children (especially for girl) could be good women in the future. However, these novels have same setting of place and same study which is a struggling of children in the boarding school. *Malory Towers* shows the struggle of a girl to be a good woman in the future. In addition, Blyton also shows that the parents were expects that their children could be a proud one through values taught in their school.

How the story illustrated the readers about British horizon of expectation of good life in that era has already visible. Horizon of expectation is Hans Robert Jauss's reception theory (a version of reader response literary theory that emphasizes each particular reader's perception of interpreting in making meaning from a literary text). The concept of his story is the intention to minimize the gulf between the schools of literature and history which have previously relegated the reader to play only a minor role in the interpretation of literature. Briefly, it is the structure which a person decodes, comprehends, and appraises any text based on cultural codes and conventions particular to their time history. These horizon means that readers can interpret

and values a text differently from a previous generation which emphasize that readers is the important element in the processing of texts.

In relation between the literary work and British horizon of expectation towards children's future life, one of them in the field of education, as the researcher have explained and as portrayed in the novel *Malory Towers*, therefore, the scope of this study has not yet been analyzed by other parties. The researcher initiative tries to see it more deeply precisely in 1946 after the Second World War.

METHODS

The researcher of this study used qualitative descriptive since the topic of this study is about a social and human problem, as what (Creswell, 2009) claims. The data in this final project are in the form of words such as sentences, dialogues, and quotation. Furthermore, the data found in the object of the study must be interpreted and described by the researcher since qualitative research is interpretative research. The data should be relevant to the topic of the study so that it can answer the statements of the study. The data of this study are in the form of words, sentences, and quotation found in the *Malory Towers* novel by Enid Blyton.

The theory used in this study is Reader-Response of Horizon of Expectation from Hans Robert Jauss. A text's social history must be considered in interpreting a text and any text is evaluated from one historical period to another necessarily changes (Bressler, 1999), so the research is looking for the British ideas in 1946 and viewed from today's perspective.

To obtain the data, the researcher did several steps. They were (1) reading to get a better understanding about the novel, and to gain the primary data, (2) identifying the data needed which are contained in the novel by underlying and bracketing the words which are related to the topic (3) inventorying all the quotations found in the novel as much as the researcher can find in the observation sheet, (4) classifying the data into two kinds of data which are the data needed and

non-data. Finally, the non-data will be eliminated.

The following numbers are some steps of data analysis based on Jauss' theory: (1) the researcher selected the data showing the representation of British expectation and British role in forming children's' character as reflected in the novel, (2) then the researcher looking for the ideas in 1946 -when the novel was written- and today's ideas, (3) and finally the researcher described the *horizon of expectation of children's ideal future in 1946*.

RESULTS AND DISCUSSION

British Expectation toward Children's Future Described on *Malory Towers*

Based on the analysis, the researcher find that as illustrated in *Malory Towers*, British were expected their children to be kind, good-hearted, loved, trusted, and reliable child. It showed by the headmaster's words in the novel.

"One day you will leave school and go out into the world as young women. You should take with your eager minds, kind hearts, and a will to help. You should take with you a good understanding of many things, and a willingness to accept responsibility and show yourselves as women to be loved and trusted..." (Blyton, 1946)

The quotation above was delivered by the head master of the school (Miss Grayling) to all new students in every term. She told them what the school expects (to be a good, kind, good – hearted, a woman to be loved and trusted, and woman where the world can lean on) from after entering Malory Towers School. So, students could try to achieve it during the school period. This aspect was mentioned in every series.

Another thing that the head master told is that they come to Malory Towers School not only to learn the academic education, but also non-academic,

"I count as our successes those who leave here as young women, good-hearted and kind, sensible and trustable, good sound people that the world can lean on" (Blyton, 1946).

Miss Grayling expects that through Malory Towers they could learn a lot to form the

good characters and emphasize that the students' failure are on someone who did not learn all of it at Malory Towers school. All advices and sentences given by the head master is a kind of school's effort to make children have an ideal's future.

From the explanation above, I break down those expectations into five parts. There are a (1) proud girls, (2) trustworthy, (3) Excels in femininity (*Malory Towers* written by Enid Blyton is a story about girl's boarding school in Cornwall which shows the female activities in their daily life), (4) Hard-Worked, and (5) Good-hearted and Reliable Child.

In order to show British expectation to the children ideal future, the novel showed that (1) Miss Potts as the matron has a big expectation to Darrell at the first time they met. She found it after saw Darrell appearance and thought that Darrell would be a child to be proud of, at north town, in the future. Furthermore, every parent hopes their children got an achievement in a field of study (academic and non-academic). "She had got on so well with her swimming and diving, and she knew her parents would be pleased" (Blyton, 1946). It explicitly showed that the school tried to make the students as a child to be proud of by the parents.

(2) Honesty is the important thing in building a trust. Blyton showed it in the story when Ellen as one of the student of Malory Towers, trying to steal the examination paper test before the examination day. She did it because she worried about her missed a lot of lessons (after sick for a week) and her desire to get good score. "She was doing it to save her parents from being so disappointed. She didn't stop to think that her parents would much rather see her honestly at the bottom than dishonestly at the top" (Blyton, 1946). Unfortunately, Ellen had a wrong thought. On the other hand, the author was trying to explain (to the readers) that all parents hoped their children would always be honest every time even if they will receive unsatisfactory result at the end. It would much rather make them happy. So that parents would know how far their children's abilities are. In

addition, good parents are those who do not demand their children to reach things that are beyond their ability (Kompasiana, 2020).

(3) Blyton wants to deliver the education of femininity is something that cannot be forgotten for the girls. She wants to explain how higher the education of the girls got is, certainly not separated from their proficiency in education of femininity. This is related to the girls' condition in the future that someday they will become a wife or a mother.

(4) British expect that their children were always working hard in reach everything that they and the people around them dream of. In the novel of *Malory Towers*, all the teachers at school hoped that the student would show their efforts to achieve good result starting from the beginning of the term. In fact, some of the students only show their effort of study in the last term when the examination will begin.

(5) Malory Towers School expects their students in the future that the children will have a good hearted and be a reliable woman in the future. It explained in the novel when the class, were going to choose a leader of the class, and the criteria of leader is who has a good – hearted (steady, loyal, kindly, sensible). Another criterion is someone who has good brain. But in this case, the main criteria is in the first one.

"The choice had been made – sally hope, the steady, loyal, kindly, sensible sally sally might not be top of the form, but she would always listen to anyone in a difficulty.... she would always help a younger girl at games or lessons...." (Blyton, 1946).

Sally hope is the one who has all these criteria. The teachers thought that she could be the girl which the class can lean on. She also has a good attitude to be followed by the members of the class.

British Role Participating in Forming Children's Characters of Ideal Future as Illustrated in *Malory Towers*

There are many ways in forming children's characters. In fact, the role of the society, school, family, and environment were very influential. Parents, school, society, and surroundings have their own criteria in forming children's

personality. The criteria might be their expectation about the children in the future. Enid Blyton is represented British ideals about the children's future. It is about people upholding values such as disciplines, respectfulness, willingness to help others, responsibility, politeness, obedience the rules, and loyal.

The researcher found that there are three roles in forming children's character as illustrated in the novel. There are (1) parent's role, (2) school's role, and (3) environment's role. On Parents role, I found some kinds of children's character which is forming by all parents inside the novel such as disciplined attitude, responsible attitude, steady attitude, and independent attitude. In the school's role, the teachers tried to forming children's character of wise attitude and politeness, reliable to others and caring attitude, and the last is mental strength and hard worked in achieving the goals. While in the environment's role, here the researcher focus on the friend's role in influences the others.

(1) parent's role play important roles in forming children's character. Although *Malory Towers* tells a story about the girls' boarding school, Blyton inserts some examples of how parents guided their children at home. In this case, parents have to support school's rules by teach their children to be discipline. In the novel, school does not permit the students to bring much money. So that, the parents obey the rules by emphasize and remind their children not to bring more money than allowed. "You must make that last a whole term, because no girl in your form is allowed to have more pocket-money than that" (Blyton, 1946). Parents also have to being firm to children in forming strong mental character of children, before they took the responsibility. Sometimes children need to be punished when they do a mistake. Children must be given some advices or punishment to make them learn their mistakes. In the novel, what Mr. Rivers (the main character's father) did, is the example of parents who always give their children some advices to form the character of independent attitude.

Furthermore, to be success in forming children character, parents have to remind and follow the school's rule, because both are related.

(2) Most of the time, children spend their time at school. It means that School's role also got big portion in forming children's characters. In addition, *Malory Towers* tell about girls boarding school which means in twenty-four hours the children will lived there. The researcher found that Blyton showed big attention to a discipline on her work. She explained that Malory Towers School taught their students to be discipline started from the little things.

"...and then proceeded to put her things in place, just as others did – pyjamas under the pillow – tooth brush, face-flannel, tooth-paste, and sponge on a glass ledge at one end of the dorm, where the wash-basins were. Brush and comb in their bag inside the top drawer of the dressing-table. Then the empty night-case was put with the pile outside in the corridor, waiting to be taken to the box room." (Blyton, 1946).

Students at Malory Towers' school learned how to be discipline at the first time they arrived at school after holiday. They taught to put all their stuffs in their places before doing other things. This rule has been applied since they come to Malory Towers School. So, without any other command, it turned to be a habit of the students.

In addition, the rule of discipline is allowed to every student. It showed in the story by the teacher's word, "..... Belinda's got to toe the line too" (Blyton, 1946). The evidence tell that Belinda has to follow the rule too although she is American child. There is no excuse for students do not follow the rules of discipline. They enact the rule in fair. No matter who she is, or where she comes from, will not leniency from the teachers about the rules, even the head of the school

However, it is really be a big problem if the teacher find out a student undisciplined. They will always reprimand and remind their student in following the rules. They must not be tired to always doing those things. Those things were the way in forming children characters of discipline to achieve ideal future. So that, children can grow

up into adults in accordance with adult expectations.

Next lesson in forming children character is a character about responsibility. Children were taught about how to be responsible for anything they have chosen, decided, or did by the school. The school also gives considerable attention on this regard. The first evidence showed when a student tried to juggle her friends and slander others for her behavior. Unfortunately she did a mistake. And she will get the punishment after doing it by the teachers. It is proven by the character words.

“Gwendoline! What did I tell you? I will not hear another word of the wretched spider! said miss potts. “ go out of the room. The whole class can go to bed one hour earlier tonight as a punishment for this shameful behavior, and you, gwendoline, can go two hours earlier.” (Blyton, 1946)

In the statement above, it happened when Gwendoline tried to put a spider in Mary Lou’s desk (Mary Lou is a girl who is really cowardly of insect). She wants to juggle Darrell and Alicia as the person who put the spider in. unfortunately her plans gone wrong and made her in a problem. Finally, the teacher gave a punishment to her because she had made a fuss in class and all the class got the punishment too because of her behavior.

Malory Towers School implement system point that applies to all members of the class, even though a mistake was made by one person, the points were included in class’ point, so that all students will be punished. No excuse for someone of that class who has join a competition or another else, she has to do the punishment first, with all the member of the class.

However, when the teachers saw their children did not follow the rules they will immediately gave them a punishment. It showed to taught them about being responsible. Children will be known that every decision they made, there will be consequences, and they have to accept it.

All teachers at Malory Towers always show to their students that they always trusted them. The teachers showed to always think

positive in every time. Even though sometimes the girls were making a joke and make them annoyed but it is not get rid of its good prejudice into the children. ‘I shall go on believing you and trusting you every single time’ (Blyton, 1946). This behavior exemplified by the teacher that hopes to be a good example that can be imitated by children.

Another important thing in forming children’s character to be good woman in the future is responsible attitude. Through comes to Malory Towers School, children were taught what respectful is and how important that things, “..... you know how annoyed the mistresses get if they think we’ve been really disrespectful, Darrel....” (Blyton, 1946). Sally was reminding Darrell as the leader of the class.

Furthermore, students at Malory Towers School learned to care with another creature such animals. Miss Peters, who has hard and firm characters in the term of discipline, also show her caring to the animals. At first she looks like di not like thunder (Bill’s horse) and that is also what Bill thought about Miss Peters. But, she was wrong. Miss Peters really care about thunder until would do any efforts to save thunder’s life. And it makes Bill like Miss Peters and started to obey all Miss Peters’s command.

The last things that children may learned by attending the school is to have a strong mental and personality. They were taught to face hard things to learn in every condition. This thing certainly is a way to form strong personalities of children from the school in the future which can appropriate with the hope and expectation of adults. “Sometimes hard things are good for us” (Blyton, 1946).

(3) The role of environment is also very important to form children characters. In *Malory Towers* novel, Enid Blyton gave several examples of environmental influences that impact on the characters of the children. In this section, the researcher focus the environment’s role is intended on friendship. Friends could be the nice one or even the bad one in forming children’s character. It depends on how the children could

put themselves in the good circle. How friends could influence the others' characters would be explained sooner.

Based on the analysis, the researcher found several kinds of characters that can be formed from the influence of a friendship inside the novel such as respectful, and; loyal and understanding. In the novel, Sally has chosen as the class captain. She showed that she always tried to keep the rules and be the good example for all her friends. She also has a good attitude to them. So, the girls were respected her and following her to keep the school rules. In this case, friend could be the influencer how people get good life in the future.

Darrell also showed her good side to all her friends. She has a big respect to others. And a will to help makes her friends amazed and be the good example for all her friends. In this case, Darrell tried to help her friend (Mary Lou) to change herself to be the brave one (Blyton, 1946). Not to always afraid with someone and she must have and keep her pride. Means that, she have to say no if she won't and say yes if she wants. So that Darrell trying her way to help her friends by her treatment. Darrell sure it was the best way to resuscitate Mary Lou about changing her bad character.

"Well it is all for her good, said Darrell. If I can make her have a little courage, she'll thank me for it. I said those things purposely, to shame her into going to Gwendoline and asking her" (Blyton, 1946).

This one is one of Darrell's strategies to change her friend's (Mary Lou) bad personality to be the good one. This is how the environment (in the case of friendship) could be one of the most influences in changing one's personality to be better in order to get ideal's life in the future which appropriate with the expectation of the society.

Another Darrell's good character that could influence their friends is her generosity. She is really easy to help all her friends. She has a big respect to her friends. This is one of the good circle on children, forming their character.

In addition, Malory Towers taught their student to always doing apology after doing a

mistake. In this case, Darrell was one of the examples of a girl who sometimes could not hold her temper, and after she did a mistake she would directly apologize. It is proven by the character words, "I am sorry for what I did" (Blyton, 1946).

Next, the girls at Malory Towers are looking for a best friend to accompany them in their daily life. For some people, they will do anything just for their best friend to show how loyal them to their best friend. This was another lesson that may form children character. How the girls tried to be a loyal were taught in Malory Towers. It is proven by Gwendoline's thought, "People don't mind what they do for their friends, she thought. They dare anything" (Blyton, 1946)

Thus, after the researcher explained all about British Expectation of ideal future participate in forming children's characters as illustrated in Malory Towers, the researcher found that Malory Towers School taught some lesson to form good character for the student. Characters arranged is to achieve as adults expect of ideal future. Blyton also mentioned in her work what children may learn during the school time. It is proven by the author's explanation. "... After all, the girls didn't come to Malory Towers only to learn lessons in class – they come to learn other things too – to be just and fair, generous, brave, kind. Perhaps those things were even more important than the lessons!" (Blyton, 1946).

British Ideas in 1946 Viewed from Today's Perspectives

One element in a fiction or novel is an extrinsic element that explained about the society around the novel which is the British around Malory Towers' novel (the object of my research) in 1946 where the novel was published. In this part, today's perspective is subjective perspective from the researcher which supported by some sources as a consideration in attracting the conclusion. The researcher divided the ideas into two parts. There are education and boarding school that found some differences and similarities between 1946 and today's perspective.

Education in 1946 and Today's Perspective

Looking at the setting of the novel (*Malory tower*), the researcher looked the connection between the place and time settings. Enid Blyton's work illustrated the situation in England, specifically about education in 1946 in England. By British historians, education in England in 1946 included as the social-reconstruction phase of education. This phase is based on theories that community can be reconstructed through the full control of education. So, it can be said that education was aimed to change the society to fit the ideals of the ruling government or to create an utopian society (utopian means a society with highly coveted/perfect qualities) through education (Mukerji & Graham, 2019).

Enid Blyton's *Malory Towers* described the state of education in Britain at that time, by inserting various examples of the role of educators in shaping the utopian society through the values taught in the schools. At the beginning of the school, Malory Towers' students who were still in 12 years old were given provisions about these values. The headmaster, when welcoming them, explained the school expectations they had to achieve when they graduated from Malory Towers in the future, which was to be a woman who had strong desires, good hearts and helpful, knowledgeable, responsible, and trustworthy. The ideal of perfection is always repeated in this book through the figures of the teachers at the school. See the following quote:

"One day you will leave school and go out into the world as young women. You should take with your eager minds, kind hearts, and a will to help. You should take with you a good understanding of many things, and a willingness to accept responsibility and show yourselves as women to be loved and trusted. All these things you will be able to learnt at Malory Towers-if you will. I do not count as our successes those who have won scholarships and passed exam, though these are good things to do. I count as our successes those who learnt to be good-hearted and kind, sensible and trustable, good, sound women the world can lean on. Our failures are those who do not learnt these things in the years they are here" (Blyton, 1946).

In Britain itself, besides utopian values, there are also other developments. In the British education system in 1946, there was expectation that British society, in addition to experiencing full mental, moral and spiritual development that entered social relations with others, also had the ability to collaborate and produce material, artistic, and spiritual goods and achievements (Gelpi, 2019). Implicitly, it means that British society is expected to prepare students for productive activities such as work in the fields, agriculture or factories.

Enid Blyton raised the expectation of these people in Malory Towers. Mental spiritual development, for example, is illustrated by how the teachers in this novel invite students to always come to church every Sunday and pray together. This encourages students to pray when they encounter a problem or when they have certain hopes or desires. This is illustrated by how the main character of the novel, Darrell, is diligent in going to church to pray for his best friend, Sally. "It was Sunday. Darrell prayed hard for Sally all the time she was in church" (Blyton, 1946).

In addition, this school is also told to apply the rules of discipline and attitude of responsibility that is highly emphasized to form a strong mental character.

"Gwendoline! What did I tell you? I will not hear another word of the wretched spider! go out of the room. The whole class can go to bed one hour earlier tonight as a punishment for this shameful behavior, and you, Gwendoline, can go two hours earlier" (Blyton, 1946).

On another occasion, Malory Towers' students were also trained in physical activities, namely sewing. This shows that Malory Towers wants their students have the basic productive pregnancy, but still represents feminist domestic work such as sewing and there is no explanation of other activities such as trading and activities in public places. This is explained in the novel which states that students at Malory Towers' school have sewing activities besides other mandatory activities. Even sewing is one of the activities (classes) that must be followed by all students in school, not activities (classes) of choice. "After break the third form went to the

sewing-room for half an hour," (Blyton, 1946).

From these explanations and evidences, it is clear that the expectation of society in 1946 about the children future in education system reflected in Malory Towers are intelligent, productive, and moralists. The last is to follow ethics in society with certain restrictions on girls.

How do people today (especially in UK) see education in Malory Towers? By looking at current phenomena, there is an impression that British people are starting to distrust education with the existing system at Malory Towers. In the queen's speech, it was conveyed that the British people wanted every child to be given the best start on their lives so that education with local authority - Malory Towers is one form of school with traditional church authority - was somewhat reduced. Kindness in the view of today's British society is to support freedom of thought. At present according to the queen's speech, local education with traditional ties is not supported. Education is recommended to be changed into an academic system, with the freedom for teachers to provide the best for students so that it is not too much regulated by local governments or stakeholders of customs and traditions (in the context of the United Kingdom is the church) (Gillard, 2018).

In the same source, it is said that Morgan (secretaries of states for education since may 2015), intends to wipe out the bureaucratic and legal gaps that prevent the conversion of local authority schools into academies. He also told parliamentarian that teachers and leaders in education know best how to manage their schools and he wants more schools to benefit from the freedom given by academic status (Gillard, 2018). In this case, traditional school models such as Malory Towers, which apply traditional policies that are very binding, began to not getting support. It makes the change of local schools (which in UK are very thick with religious values) to become academies with the priority value of freedom. Traditions or religious based norms are interpreted as an experience of changing the value system in Britain itself towards progress. This

also shows that British society today is more supportive of science and skills than character education.

Boarding schools such as Malory Towers also began to diminish in England (taken from a site written by Arlene Harris in 2018 entitled "the problem with all-girls schools" stated that a recent report that discussed the views of more than 3,200 children young people between the ages of 12 and 17 years found that girls in one sex school had higher levels of exam stress compared to boys and also girls who were in one sex school tended to have negative experiences in school than boys (Harris, 2018). So that, the argument made boarding schools for girls like Malory Towers' school finally reduced.

Boarding School in 1946 and Today's Perspective

Talk about Boarding school which provided a social rather than academic education. Malory Towers, a novel written by Enid Blyton, tells about girls' boarding school, also showed that Malory Towers taught the students more about social education than academic education such many schools in England. However, it will not make the boarding school has bad academic education. They still give the best academic education with extra social education during the school period.

Taken from (Our Kids The Trusted Source, 2019), said that "Another reason to attend boarding school is independence. Independence might be the greatest gift that parents can give to their children". Not only that, Students at boarding school, they do not just have to manage their own affairs, they also learn how to live and deal with other people. They are challenged to develop their interpersonal skills because there is no hiding at boarding school. So that, looking to what happens nowadays (that children must be independent), it is good for children comes to Boarding school. They will teach a lot in the matter of social and academic education which will help them in the future life. Therefore, Boarding school has more advantage than public school.

On the other hand, *Malory Towers* novel, which tells the story of a girl's boarding school,

p-ISSN: 2252-6323
e-ISSN: 2721-4540

did not mention or tell about attachments or activities that involve female and male students. On a site entitled *The History of Girls' School Stories* written by Angela Brazil, the early life of schoolgirls revolved around their school experiences and was strengthened by a society that treated middle-class girls as children until they left school at seventeen or eighteen years old. In general, it is a world without boys and adults. Sally Mitchell notes that during the last two decades of the nineteenth century "both working-class and middle-class girls increasingly occupied a separate culture." (Brazil, 1914).

It is clear that the reason of why Blyton did not mentioned the role of boys or relations between the opposite sex, or activities that include boys and girls in her novel *Malory Towers*.

Angela Brazil also told that along with their own costume, girls now had their own literature, which focused, not on their lives as daughters and future wives and mothers, but on their often heroic activities in an all-female world which could lead on to university and a career, with their school being central both to the stories and to the characters' lives. (Brazil, 1914).

The explanation above can be used as another reason or evidence why Blyton did not include activities or did not mention everything that related to the opposite sex on her work. As a reader and researcher, I certainly say that all the reasons are acceptable. However, when we look at nowadays, to eliminate the interconnectedness or activities that involve girls and boys in an education, it is not appropriate. The statement then supported by a site, entitled "*Should boys and girls have to study separately in our schools?*" Written by Eliie Mulcahy in 2017. He explained that,

"If we have to separate boys and girls to ensure they fulfill their potensia, we fail to address the issues that lie behind these trends. We also forget that most pupils will continue to be educated in mixed schoold, and that all pupils will leave school and transition to a mixed world" (The Guardian, 2017).

In this case, no interaction at all between girls and boys will complicate the children in the future. Because of the current social conditions, like or not, they will remain and must interact

with the opposite sex in the future. Even in Islamic schools that are known to have strict rules against the opposite sex, they still have activities related to interactions between boys and girls. Even though they live and school in separate buildings, they still have a forum consisting of both. And sometimes they gather together in a hall to carry out the same activity. This should begin to be accustomed to children interacting with the opposite sex since they are still in the school. Definitely they will not stay in boarding school forever. So, this greatly affects their lives in the real world (i.e. outside the boarding school's environment).

CONCLUSION

The first conclusion is discussion about British expectation toward children's future that represented in novel *Malory Towers*. The British here is focused on the adults such as parents and teachers. From the story that the researcher took as the object of this research, explicitly showed that adult are expect and hope that children will be a woman who had strong desires, good hearts and helpful, knowledgeable, responsible, and trustworthy. The researchers found it by analyze the intrinsic elements of the novel. Enid Blyton as the writer of the novel, want to tell to the readers what parents and teachers expect and hope to all children in the world.

The second is there are several roles that can influence the formation of children characters of ideal future. I divided into three parts; parents' role, school's role, and environment's role. These several roles have the same purpose in forming children's character. Blyton explained it in the novel. Then, it has been found that they taught children in some values such as disciplines, respectfulness, willingness to help others, responsibility, politeness, obedience the rules, and loyal. These values, will bring them into the ideal future.

The last is British people are starting to distrust education with the existing system at *Malory Towers* nowadays it was conveyed that the British people wanted every child to be given

the best start on their lives so that education with local authority - Malory Towers is one form of school with traditional church authority - was somewhat reduced.

Furthermore, Boarding school has more advantages than public school. Unfortunately, Blyton did not tell about the issues of interaction between girls and boys in her works. Viewed from today's perspective, the researcher personally did not agree with that idea. No interaction at all between girls and boys will complicate the children in the future. In the real life, they have to mingle between men and women. It must be familiarized since they were at school. For, they will not live at boarding school forever.

REFERENCES

- Blyton, E. (1946). *Malory Towers*. Great Britain: odder Children's Book.
- Brazil, A. (1914). *Blackie & Son*. Retrieved september 9, 2019, from Blackie & Son: <http://www.ju90.co.uk/his.htm>
- Bressler, C. E. (1999). *LITERARY CRITICISM*. New Jersey: Prentice Hall, Inc.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*. California: SAGE Publications, Inc.
- Gelpi, A. N. (2019, June 26). *Encyclopædia Britannica*. Retrieved January 22, 2020, from Encyclopædia Britannica: <https://www.britannica.com/topic/education/Social-reconstructionist-education#ref47655>
- Gillard, D. (2018, May). *Education in England the history of our schools*. Retrieved January 22, 2020, from Education in England: <http://www.educationengland.org.uk/history/chapter20.html>
- Harris, A. (2018, February 27). *The Irish Times*. Retrieved March 29, 2020, from The Irish Times: <https://www.irishtimes.com/news/education/the-problem-with-all-girls-schools-1.3399028>
- Kompasiana*. (2020, February 17). Retrieved February 17, 2020, from Kompasiana Beyond Blogging: <https://www.kompasiana.com/naurmirojab/54f80aeea33311aa608b4915/tuntutan-berprestasi-dari-orang-tua-menyebabkan-stres-pada-anak?page=all>
- Mukerji, S., & Graham, H. F. (2019, June 26). *Encyclopædia Britannica*. Retrieved January 22, 2020, from Encyclopædia Britannica: <https://www.britannica.com/topic/education>
- Our Kids The Trusted Source*. (2019, May 15). Retrieved september 9, 2019, from Our Kids The Trusted Source: <https://www.ourkids.net/why-boarding-school.php>
- The Guardian*. (2017, February 27). Retrieved February 2, 2019, from The Guardian: <https://www.theguardian.com/society/2017/feb/27/britains-child-migrant-programme-why-130000-children-were-shipped-abroad>