

***THE BLUEST EYE: A PORTRAYAL OF CHILD ABUSE IN AFRICAN
AMERICAN SOCIETY IN THE EARLY TWENTIETH CENTURY***

A Thesis

**Presented as Partial Fulfillment of the Requirements of the Attainment of
the *Sarjana Sastra* Degree in English Language and Literature Study
Program**



By

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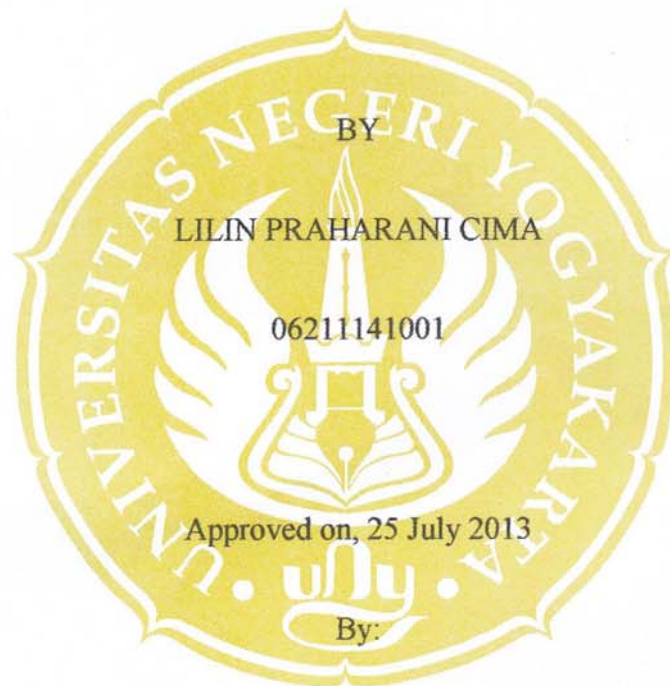
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A THESIS



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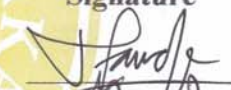

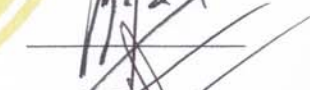

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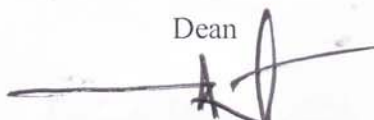
*THE BLUEST EYE: A PORTRAYAL OF CHILD ABUSE IN AFRICAN
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A THESIS

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang dituliskan oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan saya ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

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Penulis,



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MOTTOS

- ♥ *Fainnama'al 'usríyusra .Inna ma'al 'usríyusra*
Verily, along with every hardship is relief. Verily, along with every hardship is relief. (SuratInsyirah: 5-6)
- ♥ *Fabi-ayyála-i rabbikum atukaththibani*
Then which of the favors of your Lord will ye deny? (QS. 55: 55)

DEDICATIONS

This thesis is especially dedicated to:

- ♥ *Ibuk* Siti Karimah
- ♥ *Bapak* Sucipto
- ♥ Brother and Sister: Dienar Adiose A. & Atsalitsa Zesty T.
- ♥ My second family in Sekolah Pintar Merapi
- ♥ Lereng Merapi children

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Finally I realize that my thesis is far from being perfect. Therefore, I would gratefully accept comments and suggestions for the betterment of this thesis.

Yogyakarta, 25 July 2013

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CHAPTER I

INTRODUCTION

A. Background of the Study

The idea that literature is the reflection of society has been known since the ancient Greek era. The most popular philosophers who stated this idea were Plato and Aristotle. Both of them agreed that literary works reflect the reality. Since literary works are produced in the middle of society, as the result of the writers' imagination, the social phenomenon in the writers' surroundings will influence their imaginations. Yet the social phenomenon can be reflected in the literary work that is produced by the writer (Abrams, 1979: 8).

Literary works are imaginative experiences of the writers about social life in a certain period. In his *Glossary of Literary Term*, Abrams (1999:288) explains the relation between the author and their society:

...literary work are affected by such circumstances as its author's class status, gender, and political and other interests; the ways of thinking and feeling characteristic of its era; the economic conditions of the writer's profession and of the publication and distribution of books; and the social class, conceptions, and values of the audience to which an author addresses the literary product, or to which it is made available.

In other words, the real world around the writers influences their works. Some writers will portray what they have found in the real world to their works. The concept about the portrayal of social world in the literary work is also known as sociology of literature.

Sociology of literature is an approach that is used to seek the relationship between literary works and the real society that is narrated in the works (Swingewood & Laurenson, 1971: 14). Literature is made for the audience in the society. That is why the writers should be able to persuade the readers to believe the truth that is explained in their writings. One of the ways to convince the audiences is by approaching the truth that is taken from the reality in the society. Moreover, the writers have a critical task to discover the values and meaning in the social world (Swingewood & Laurenson, 1971: 15). Some great writers have been succeeded in catching the audience's attention by exploring the reality around them. For example, Dickens has succeeded in describing the condition of child abuse in the industry revolution era through *Oliver Twist*. Morrison, who reflects the condition of African American life that related to children oppression, gets good response from the audience. Pletzer, a contemporary American writer, also succeeds in catching the readers' attention by portraying his misery childhood experience.

Since the condition of the society always changes, literature will also change and develop. The development of literary works depends on the era and the society. That is why most literary works reflect many kinds of problems that are raised in the society, such as discrimination, crimes, colonialism, oppression, abuse, *etc.* Actually, one of the functions of literary works is to document some phenomena in the society (Fananie, 2002:132). Every occurrence in literary works is the prototype of incidents that happen in the real world. As cultural facts literary works are regarded as a common representation and used to be tools to

express the aspiration of a certain community. The function of literature here is important especially as a tool to raise human dignity in the society (Jewwel, 1987: par. 18).

One of the social phenomena about the aspiration of the oppressed is child abuse. Child abuse is one of the social problems in the world. Although this phenomenon usually happens in a small range of the society, such as family, child abuse is not just an individual or familial problem.

There are various definitions of child abuse. World Health Organization (WHO) (in Bilo, 2010: 1) defines child abuse clearly and systematically as follows:

Child abuse, some-times referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.

It means that every intentional action that gives bad impacts to children and endangers children's life is included into child abuse. The definition above is appropriate with the phenomenon of child abuse in *The Bluest Eye*.

Based on the United States Department of Health and Human Service, 754,000 children were determined to be victims of maltreatment in 2010, decreasing from 763,000 victims in 2009. The data collection system shows that child protective services received an estimated 3.3 million referrals of possible maltreatment for the year. Of the 1,793,794 reports that received an investigation, 436,321 were substantiated; 24,976 of the investigations could not be

substantiated under state law or policy (Wolfe, 2011: par.1-5). Although the number of child abuse is decreased, the quantity is too high. There are many organizations that service child abuse and neglect report but child abuse still becomes social problems that endanger children. Since the cases of child abuse have high quantity, it can negatively infect the society in many ways in the forms of violence, crime, disease.

Based on the report above, child abuse cannot be regarded as trivial problems in the society. The huge number of the cases indicates that children who will become the next generation of human being are seriously threatened. The impacts of child abuse and neglect will disturb almost every aspect of the victims' lives. The victims will experience the consequences of the abuse physically, psychologically, and behaviorally. Child Welfare Information Gateway (2008: par. 7-23) reports that the impacts of physical abuse sometimes can be relatively minor, such as being cut or bruised; however, several of them cause broken bones, hemorrhage, or even death. Yet psychologically the victims of child abuse will face difficulties during infancy, poor mental and emotional health, cognitive difficulties, and social difficulties. As behavioral consequences, the victims of child abuse usually experience difficulties during adolescence, such as delinquency, teen pregnancy, low academic achievement, drug use; juvenile delinquency and adult criminality; alcohol and other drug abuse, such as cigarettes, alcohol, or drugs; and abusive behavior. Since children are part of the society and will continue human civilization, the poor conditions of children

endanger the continuity of human civilization. That is why child abuse becomes a terrifying social problem.

There are no children from any country, culture, or community that are free from child abuse threat. However, in some cultures the threat of child abuse is higher. The difference can be seen clearly in a multicultural country, such as the United States.

Of the 702,000 cases of substantiated child abuse in 2009, the latest year for which federal data are available, 44 percent involved white children and 22.3 percent involved black children. Blacks make up 12.4 percent of the country's population; whites, 74.8 percent. Latinos who, researchers noted, are disproportionately poor are 15.8 percent of the nation's population, but they made up 20.7 percent of the total population of abused children. The rate of abuse among Latinos children was proportionately higher than that of whites but lower than that of blacks. Researchers attribute that difference to the "Hispanic paradox, or what are believed to be that community's comparatively stricter cultural mores against child abuse" (Gray, 2011: par. 5).

Based on the data above, the risk African American children as the victim of child abuse is higher than European American children.

There are some factors that increase the number of child abuse in African American society. Their position as minority in the United States society can be the main factor of child abuse. In the research entitled "Children of Color in the Child Welfare System: Perspectives from the Child Welfare Community" the detailed factors of child abuse that happens in African American society are explored. Those are poverty, the need for services and lack of resources, the visibility of impoverished and minority families to other systems, a lack of resources available to minority families to negotiate the child welfare system, the

vulnerability of African-American communities, over reporting of minority parents for child abuse and neglect, pressure from the media, a lack of experience with other cultures, defining abusive behavior (Susan Chibnall, 2003: ii).

One of the writers who write stories about the voice of the oppression especially child abuse is Toni Morison. Most of her works convey themes about woman oppression, racial injustice, and child abuse. As a black writer, most of her stories portray African American society. One of her novels that explore about oppression toward children is *The Bluest Eye*. It is her first novel. Although it does not sell well, it gets phenomenal responses from the audiences by getting many critical acclaim. After publishing *The Bluest Eye* she continued writing novels that often take setting in African American society. Some of her famous works are *Sula*, *Song of Solomon*, *Tar Baby*, and *Beloved*.

The Bluest Eye is a novel that tells about African American family life around the early twentieth century. This novel protrudes about children's condition and position in the family.. *The Bluest Eye* pictures how African American people treat their children. In the story, African American children usually get inappropriate treatment from the adults.

Based on the explanation above, this study discusses about the portrayal of child abuse in the novel. It is important to know and study how child abuse happens in the society because by understanding the problem of child abuse people will find the exact solution to solve this problem.

B. The Focus of the Problem

The issue that is discussed in this study is the portrayal of child abuse in African American society that is explored by Morrison in her work, *The Bluest Eye*. The portrayal in this research is reflections or similarities that appear between the practices of child abuse in the novel and in the real world. The phenomenon of child abuse infects every nation, cultural group, and every class of social stage. Nevertheless, the intensity of the case is different between one to another. In the lower class society child abuse and neglect have higher statistic. The factors usually relate to economic condition and the lack of education. In a certain cultural group the number of child maltreatments is higher than the others. One of the cultural groups that have high statistic of child abuse is African American society. African American position as minority in The United States is believed to be a dominating factor of children maltreatment. The issue of child abuse in African American society is described by Morrison in her novel *The Bluest Eye*. The novel pictures about how African American adult treat their children.

This research uses sociology of literature approach by Swingewood. Sociology of literature approach gives explanation about the relationship of a literary work with its social background. The main concept of the theory states that literary work is a direct reflection of various social phenomena in a certain society in a certain era. This theory seeks how the experience of the writer's imaginary characters in the novel is related to situations of the society from which the characters derive.

C. Objectives of the Problem

There are three objectives of this research. Those are:

1. to reveal the forms of child abuse in African American society that are portrayed in *The Bluest Eye*,
2. to find out the causes of child abuse in African American society that are portrayed in *The Bluest Eye*,
3. to analyze the impacts of child abuse in African American Society that are portrayed in *The Bluest Eye*.

D. The Significances of the Problem

The significances of the research are divided into two points below:

1. Theoretically the research findings could enrich a study in sociology of literature studies.
2. Practically the research findings can be useful to:
 - a. Students of English literature

This study is expected to give some contributions to literary theory analysis especially in sociology of literature theory. The result of the research hopefully can be one of the references in applying sociology of literature theory.

- b. English teachers and lectures

This study is expected to give some contributions to literary theory analysis especially in sociology of literature. It can be one of the examples of how sociology of literature is applied in a literary text.

c. Other researchers

This research can be the source of inspiration in studying about any issues of child abuse especially in African American society.

CHAPTER II

LITERATURE REVIEW

A. **Sociology of Literature**

Before the seventeenth century literature was seen as merely a product of imagination without any relation with reality. However, some writers grasped the documentary value of literature by reviewing the concept of mimesis that has been developed since the ancient Greek era. Furthermore, the idea about literary work as re-creation of man's social world emerged. In understanding literary works people need to understand the extrinsic elements of the work including social factors that are described in the work. Swingewood (1971: 12) explains that

... literature too is pre-eminently concerned with man's social world, his adaption to it, and his desire to change it. Thus the novel as the major literary genre of industrial society, can be seen as a faithful attempt to re-create the social world of man's relation with his family, with politic, with State; it delineates too his roles within the family and other institutions, the conflict and tensions between group and social classes.

In short, literary works are tightly connected with reality in the social world because they consist of social structure, process, and institution.

Literary works can be regarded as documents of culture since they deal with social, economic, and political structures that are similar with reality. According to Swingewood (1971: 12), literature transcends mere description and objective scientific analysis, penetrating the surfaces of social life, showing the ways in which men and women experience society as feeling.

Moreover, in producing literary works, writers should not only depict the social world in other media. They have a more critical task of setting his characters in motion within artificially contrived situation seek their own ‘destiny’ to discover values and meaning in the social world (Swingewood & Laurenson, 1971: 15). From the explanation above literary works can be used as tools to criticize the problems in society. Since literature reflects norms and values in the society, literature can be seen as sociology material.

However, literary works are produced through the imagination process rather than the scientific process. That is why a special apparatus is needed to connect the imaginative world and the reality. Relating to the relationship with social world, there is a scientific knowledge that has similar concern with literature; that is sociology. “Sociology essentially means the scientific, objective study of man in society, the study of social institutions and of social processes; it seeks to answer the question of how society is possible, how it works, and why it persists” (Swingewood & Laurenson, 1971: 11).

Although literature and sociology are not wholly distinct disciplines but, on the contrary, they complement each other in our understanding of society, historically they have tended to remain apart (Swingewood & Laurenson, 1971: 13). Experts try to combine the concept of sociology and literature, so it can be applied together in analyzing certain social phenomena. The result is an approach that is intended to study society through literature, which is known as the sociology of literature.

Sociology of literature views literary works by considering social factors in the works. Goldmann (1967:493) defines sociology of literature as an approach concerning with the content of literary works and the relationship between that content and the collective consciousness, that is to say, the ways in which men think and behave in daily life. From the definition, sociology of literature will analyze literary works through the real condition of writers' environment that influences the novel production. Furthermore, during its development, sociology of literature is classified into two approaches. According to Swingewood (1971: 13) those two major fields are literature as the mirror of the age and authors' social condition as the key of literary production.

The approach saying that literature is the mirror of the age is influenced by Louis de Bonald (in Swingewood & Laurenson, 1971: 13) that states "through a careful reading of any nation's literature 'one could tell what people have been'". Moreover, Stendhal (in Swingewood & Laurenson, 1971: 13) wrote that the novel is 'a mirror journeying down to the high road', which sometimes reflects 'the azure blue of heaven, sometimes the mire of the puddle'. From those perspectives Swingewood (1971: 13) comes to the conclusion that literature is a direct reflection of various facets of social structure, family relationships, class conflicts, and possibly divorce trends and population composition.

The same vision in regarding literature as the mirror of the age is also stated by Taine. He categorized the novel as a portable mirror of which can be conveyed everywhere and which is most convenient for reflecting all aspects of life and nature (in Swingewood & Laurenson, 1971: 32). In addition, Taine stated

that as the dominant literary genre of industrial society, novel shows what is, and represents no more than an accumulation of data which, through the operation of scientific laws, would fall into inevitably pattern. From the explanation, it can be said that a literary work is no mere an individual product of imagination but a transcript of manner and mind of people.

From this approach the task of the researcher is relating the experience of the writer's imaginary characters in the novel and situations to the historical climate from which the characters derive and the researcher has to transform equation of theme and stylistic means into social equations (Swingewood, 1971: 13). In short, the researcher should recover the phenomena in the novel as the reflection of reality according to the age and society as the setting of the novel. The method of transforming the private world of literature to specific social meanings or the extrinsic approach to literature comes to danger when the researcher has no sufficient data about historical setting of the novel (Swingewood & Laurenson, 1971: 14). Therefore, the researcher who uses sociology of literature as the approach should have good knowledge about social factors that are narrated in the work.

The other purpose of sociology of literature is described by Lowenthal (in Swingewood & Laurenson, 1971:16) who stated that "... the main purpose of any viable sociology of literature must be to discover the 'core meaning' which one finds at the heart of different works of literature and which expresses many aspects of thought and feeling on subjects as varied as social, class, work, love, religion, nature, and art". Based on Lowenthal's explanation the audiences of

literary works can learn both the nature of society and the ways individuals experience it, through the fictional characters who see and record not only the reality around them, but also their hopes, wishes, dreams, and fantasy.

In addition, Lowenthal also explains that literary works have more complete depiction of man's life in society (in Swingewood & Laurenson, 1971:16-17).

Thus literature, as a reflection of values and of feeling, points both the degree of change occurring in different societies as well as to the manner in which individuals become socialized into the social structure and their response to this experience. Literature, because it delineates man's anxieties, hopes, and aspirations is perhaps one of the most effective sociology barometers of human response to social forces.

In other words, by analyzing literary works with reference to the history of a certain age, people will understand not only the general facts of the event in the history but also the complete picture of the men including their response and their thought.

In applying sociology of literature, Taine (in Swingewood & Laurenson, 1971:33) offers three elements of society that can be the main causes of all movements and changes of literary works; those elements are race, moment, and milieu (environment). Taine defines "race in terms of innate and hereditary characteristics, temperament, body, structure, and so on, and suggests that although many human races have widely dispersed through the world and live in situations very different from their habitats, the great marks of the original model remain" (in Swingewood & Laurenson, 1971:33). African Americans' literary works are the example of the influence of race, as social factors, in the movement

of literary works. African Americans' literary works appear as the form of racial struggle. Since they always became the victims of racial injustice in the United States, they tried to achieve their identity as citizens by exploring their culture and minds through literary works (Ward, 2002: par.1).

The second element of society that influences the development of literature is moment. Taine (in Swingewood & Laurenson, 1971:35) defines moment as:

...the age, the epoch, the spirit of the age. Each epoch, said Taine, has certain 'dominant ideas' and contains at least one intellectual pattern capable of surviving for centuries. Moment in this sense can thus refer to periods in which one particular conception of man prevailed ...

For instance, the spirit of American dream in the early twentieth century inspired many writers to produce literary works.

The third element, milieu, was became the main concern of Taine (in Swingewood & Laurenson, 1971:35) in sociology of literature. The external condition like geographic, politic, social, and economic factors affect the development of literary works. Therefore, literary works can be regarded as the portrayal of social process. For example, the social problems, such as poverty, racism, oppression, and abuse often inspire the writers to be portrayed or criticized.

B. Child Abuse

1. The Definition of Child Abuse

The term child abuse has varied definitions in every place. Moreover, in the United States every state has its own definition about child abuse. For example, in New York, parents are accused of doing abuse for abandoning children in more than six months. Nevertheless, there is no limitation period in Ohio to include this as abuse. Then, in New York parents take the legal responsibility for an assault or an aggravated assault upon a person less than 11 years old, or an attempt to commit such crime, and the victim or intended victim was the child, another child of the parent or a child. However, the rule does not occur in Ohio (Clark, 2007: 318).

Although every state has different definitions, there is a minimum standard of the definition. Child Abuse Prevention and Treatment Act (CAPTA) provided this definition in 2003. Every state must incorporate this minimum standard into their statutory definitions in order to receive federal funds. Under this act, child abuse (in Lau, 2009:28) is defined as:

Any recent act or failure to act on the part of a parent or caregiver, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm." A "child" under this definition generally means a person who is under the age of 18 years or who is not an emancipated minor.

In short, child abuse refers to any physical or emotional harm that is done intentionally to a child. Abuse may include neglect, physical assault, sexual exploitation and psychological assault.

The definition of child abuse is not only varied based on its place but also based on its era. Clark (2007: 58) explains that traditionally child abuse has been limited to the actions of a parent or guardian or other person who is responsible for a child's welfare. Crimes committed against children by strangers or by other children were not, strictly speaking, known as child abuse. More recently, child abuse statutes in many states have expanded to encompass teachers, day-care workers and others who are responsible for the out-of-home care of children.

2. The Forms of Child Abuse

Based on its forms, child abuse is divided into four types. They are neglect, physical abuse, sexual abuse, and psychological abuse. Most children maltreatment in the United States about 63% suffering from neglect, followed by 19% suffering from physical abuse, 10% suffering from sexual abuse and 5% suffer from psychological or emotional abuse as well as other forms of abuse as defined by state laws (Clark, 2007: 58). Children may also suffer from multiple forms of abuse.

a. Neglect

Child abuse also encompasses child neglect, which is the most common form of child maltreatment, and which can lead to severe injuries or even fatalities among infants and young children. Child neglect has the highest percentage of children maltreatment in the United States. Based on *Encyclopedia of Child Abuse* (Clark, 2007: 185), definition of child neglect is “a serious failure, usually on the part of the parent or other custodial caregiver, to meet the minimal standards of a

child's nutritional, clothing, shelter, medical, educational and safety needs. As a result of this failure, harm occurs or is highly likely to occur to the child". In short, the maltreatment can be included into cases if there has been actual harm or an imminent risk of serious harm.

The most common types of neglectful behavior toward a child are the failure to provide adequate food, clothing and shelter. Nevertheless, there are other common types of neglect, such as medical neglect, homelessness, lack of supervision, environmental neglect, educational neglect, parental substance abuse, newborns addicted or exposed to drugs, and abandonment. Lau explains (2009: 35) every type in details below.

1) The Failure to Provide Adequate Food, Clothing, and Shelter

The failure to provide adequate food, clothing, and shelter means the failure of the parents in providing the minimal standard of nutrition, clothing, and shelter of their children's needs and this condition harm children especially their health (Lau, 2009: 35). For instance, parents do not provide nutritious food, give warm clothes in the winter, and care about the sanitation of the house.

2) Medical Neglect

Lau (2009: 35) defines medical neglect as a parent or guardian's denial of or delay in seeking needed health care for a child. From her definition, it is found that there are two main acts that make a parent or guardian accused for doing neglect, delay and denial. In addition, Lau states that denial of health care is the failure to provide or to allow needed care as recommended by a competent health care professional for a physical injury, illness, medical condition, or impairment

(Lau, 2009: 35). For instance, parents do not bring the young children to have immunization that is needed for their physical development or parents do not give certain nutrition, such as supplement that is recommended by the doctor. Then, Lau adds that delay in health care is the failure to seek timely and appropriate medical care for a serious health problem that any reasonable person would have recognized as needing professional medical attention (Lau, 2009: 35). For example, parents do not send their children to the doctor or give appropriate medicine when the children get serious illness.

3) Homelessness

Grayson (in Lau, 2009: 35) explains that homelessness is considered neglect when the inability to provide shelter is the result of mismanagement of financial resources or when spending rent resources on drugs or alcohol results infrequent evictions. In other words, if the homelessness is caused by parent's inability in providing enough money, it can be "forgiven" or is not included into neglect. Unstable living conditions can have negative effects on children, and homeless children are more at risk for other types of neglect, such as health, education, and nutrition.

4) Lack of Supervision

Lack of supervision can be defined as failure to protect children from danger or harmful behavior (Lau, 2005: 36). Supervision for children depends on the children's age, maturity, and situation around them. The need of every child is different. For young children they need to be under supervision physically and almost every time. Parents should make sure that the children are in the right

place and under the care of a right person. Children under the age of three have not developed a safety consciousness, and they are especially susceptible to accidents. However, parents do not need to follow their teenage children wherever they go. Teenage children have the ability to take care of themselves for basic needs. Parents only need to facilitate them in fulfilling their needs. Parents need to make sure that their children are safe from crime, using drugs, consuming pornography content, *etc.* Supervising children development in school is also the responsibility of parents.

The lack of supervision can cause safety neglect. Sirotnak (in Clark 2007: 185) says “This might involve leaving poisons, open heaters, knives, or guns with the child’s reach. Repeated dog bites by the family dog also represent a dangerous home environment”. Sirotnak (in Clark 2007: 185) adds that one indicator of safety neglect can be observed by the physician: “Watch how they [the parents] handle the child and react to his injury. If a baby who has fallen off the sofa is brought to the medical provider and then left unattended on the examining table, one should be concerned about the parents’ ability or desire to protect that child.”

5) Environmental Neglect

Environmental neglect happens when parents fail to give appropriate living environment for their children. Lau (2009: 37) states that "... environmental neglect, which is characterized by a lack of environmental, or neighborhood safety, opportunities, or resources". The examples of inappropriate living environments are close to prostitution area, neighborhood that are mostly infected by drugs, or have high crime rates. Family living around those kinds of places

should be able to keep their children from the negative effects of environment. Environmental neglect becomes seriously dangerous especially since the harmful impact of dangerous neighborhoods on children's development, mental health, and child maltreatment has been demonstrated.

6) Educational Neglect

Clark (2007: 187) states that "Educational neglect is the failure to ensure that a child attends school in accordance with state law". If parents do not encourage or even discourage a child from going to school without a valid reason, this act is neglectful and harmful to the child, potentially preventing the child from learning important skills, such as how to read and how to make calculations.

Lau (2009: 37) mentions some types of educational neglect. The first is chronic truancy, permitting habitual absenteeism from school if the parent or guardian is informed of the problem and does not attempt to intervene. The second is failure to enroll the school; it means failing to home school, register, or enroll a child of mandatory school age, causing the child to miss school without valid reasons. The third is inattention to special education needs or refusing to allow or failing to obtain recommended remedial education services or neglecting to obtain or follow through with treatment for a child's diagnosed learning disorder or other special education need without reasonable causes.

7) Parental Substance Abuse

Parents have responsibility to their children even before their children are born. During pregnancy, parents should be able to take care of their fetus and ignore anything that harms it. In certain condition their failure in taking care of

their fetus can be judged as an abuse. Lau (2009:37) mentions some examples of parental substance abuse that may be considered abuse or neglect. It includes the using of an illegal drug or other substances, manufacturing of a controlled substance in the presence of a child or on the premises occupied by a child, allowing a child to be present where the chemicals or equipment for the manufacture of controlled substances are used or stored, sold, or distributed, giving cigarette, drugs or alcohol to a child, or the using of a controlled substances that impairs the caregiver's ability to adequately care for the child.

8) Newborns Addicted or Exposed to Drugs

Ebrahim and Gfroerer (in Lau, 2009:38) found that in 2005, 24 states had statutory provisions requiring the reporting of substance-exposed newborns. Women who use drugs or alcohol during pregnancy can put their unborn children at risk for mental and physical disabilities. The number of children prenatally exposed to drugs or alcohol each year is estimated to be between 400,000 and 850,000.

Another study that is reported by U.S. Department of Health and Human Services (in Chasnoff and Lowder, 1999: 38) shows that drug-exposed newborns constitute as many as 72% of the babies abandoned in hospitals. Moreover, 23% of children prenatally exposed to cocaine were later abused or neglected, compared with 3% who were not prenatally exposed. The huge number of drug-exposed newborns shows that children should be legally protected since they are in the womb of their mother.

9) Abandonment

Lau (2009: 38) defines abandonment as “the desertion of a child without arranging for his reasonable care or supervision. Usually, a child is considered abandoned when not picked up within 2 days”. In general, it is considered abandonment when parents’ identity or whereabouts are unknown, when the child has been left by parents in circumstances in which the child suffers serious harm, or when parents have failed to maintain contact with the child or provide reasonable support for a specified period of time.

Expulsion and shuttling are two commonly used terms relating to abandonment. Lau (2009: 39) states that “expulsion is the blatant refusal of custody, such as the permanent or indefinite expulsion of a child from the home, without adequately arranging for his care by others or the refusal to accept custody of a returned runaway. Shuttling is when a child is repeatedly left in the custody of others for days or weeks at a time, possibly due to the unwillingness of the parents or the caregivers to maintain custody.”

b. Physical Abuse

CAPTA (in Lau, 2009: 28) defines physical abuse as “any non accidental physical injury to the child. Physical abuse can happen in the form of punching, biting, shaking, throwing, stabbing, choking or kicking a child. The impacts of child abuse include fractures, burns, severe bruises, welts, cuts and internal injuries. In the most severe cases, the injuries result in death”. Moreover, physical abuse is often accompanied by psychological abuse, such as extremely negative and threatening verbal comments made to the child.”

Usually physical abuse is processed by the law when it causes serious injury. According to Lau (2009: 28), serious injury could be determined when a person legally responsible inflicts (allows to be inflicted) on the child a serious injury by other than accidental means. She adds that serious injury includes disfigurement or impairment that is extensive and lasting, loss or impairment of a function of a bodily organ, other impairment of physical or emotional health that is extended in duration, or an injury that causes or creates a substantial risk of death. Examples of such physical injuries are bruises, fractures, head and internal injuries, and burns.

Corporal punishment is one reason for parents to use physical force in disciplining a child. Excessive corporal punishment is when the punishments harm the children. Lau (2005: 37) gives some questions to ask in order to identify whether the punishment was excessive or not. The questions include whether the punishment is cruel or not, what the intent of the act is, which part of the body is affected, how often it takes place, what is the nature and severity of the punishment is (beyond reasonable), whether the punishment is appropriate for the age of the child, and what the duration of punishment was.

The perpetrators of physical abuse are mostly not the parents. From the data adapted from U.S. Department of Health and Human Services Residential facility staffs more likely than parents to use physical abuse (in Clark, 2007: 204). However, if the child is abused by another person, the law addresses the failure of the parents to protect the child from abusers. Lau (2009: 29) explains that the failure of the parents to protect their children from abuser is the act of omission.

She defines it as where there is a danger of serious injury that is created or allowed to be created by others than accidental means. The example of this act is a parent leaving a window open without a window guard, which results in a 2-year-old child falling out the window. This includes a substantial risk of physical injury to the child, which would be likely to cause death, serious or extended disfigurement, impairment, or loss of the function of a bodily organ.

c. Sexual Abuse

Based on *Mandated Reporting of Child Abuse and Neglect* (Lau, 2009: 29) CAPTA's definition of sexual abuse involves the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other forms of sexual exploitation of children, or incest with children. Sexual abuse includes both touching offenses (fondling or sexual intercourse) and no touching offenses (exposing a child to pornographic materials) and can involve varying degrees of violence and emotional trauma.

Sexual abuse is not an easy phenomenon to be defined; permissible childhood sexual behavior varies in accordance with cultural, family, and social tolerances. Lau (2009: 30) scrutinizes the definition of child abuse as the involvement of dependent, developmentally immature children in sexual activities that they do not fully comprehend and therefore to which they are unable to give

informed consent and/or which violates the taboos of society. It can be further defined as any misuse of a child for sexual pleasure or gratification.

Clark (2007: 234) gives some examples of form of acts that can be included to sexual abuse. Those are *anilingus* (oral contact with the anus), *cunnilingus* (oral contact with the female genitals), encouraging a child to engage in sexual activity with other children for the benefit of an adult, child's caretaker is involved in prostitution, exhibitionism (deliberate display of the genitals to a child usually for the sexual gratification of the perpetrator), *fellatio* (oral contact with the male genitals), forcing or encouraging a child to touch an adult's genitals, genital intercourse, genital touching, including clothed and unclothed touching, fondling of the male or female genitals, intentional sexual touching of the breasts or buttocks or thigh whether clothed or unclothed, rape (forceful genital intercourse), sexual intercourse between adults in the presence of a child, sexual kissing, taking sexually explicit photographs of a child.

The perpetrators of sexual abuse are mostly known by the children before the abuse takes place. Based on Child Maltreatment Annual Federal Report 2003 (Clark, 2007: 236) in some cases, sexual abuse is perpetrated by a highly trusted individual, such as a member of the clergy. However, many parents refuse to believe that a family member or another person they know could actually commit an act of sexual abuse. A child's relationship to the offender is an important predictor of the duration of abuse. When the offender is previously unknown to the child, the abuse is likely to be limited to one incident per child. This type of offender is likely to have a large number of victims. In contrast, incestuous abuse

often involves repeated molestations of the same child over a period of three to four years.

Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over another child. Sexual abuse is predominantly a male crime. According to Clark (2007: 236) ninety percent of all child sexual molestation is committed by men, and 95% of female victims are victimized by men. Men are responsible for approximately 80% of all sexual abuse of boys. Both boys and girls who are sexually abused experience a significantly greater risk for substance abuse, depression and suicide in adulthood.

d. Psychological Abuse

Psychological abuse is also known as emotional abuse. According to Lau (2009: 31) those terms mean “injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition or as evidenced by anxiety, depression, withdrawal, or aggressive behavior”. In other words, psychological abuse can be noticed from its impact to children. The impacts will interfere with children positive development. Moreover, it will cause intellectual, behavior, and mental disorder.

Another definition is given by Committee on Child Abuse and Neglect in a 2002 Issue of Pediatrics. The experts in the committee (in Clark, 2007: 217) define child abuse as “a repeated pattern of damaging interactions between parent(s) and child that becomes typical of the relationship. In some situations, the

pattern occurs only when triggered by alcohol or other potentiating factors. Occasionally, a very painful singular incident, such as an unusually contentious divorce, can initiate psychological maltreatment". The definition emphasizes to the inappropriate interaction between parents or adults to the children. This inappropriate interaction can occur in some forms. Dr. James Garbarino, the president of the Erikson Institute for Advanced Study in Child Development, has identified five categories of those inappropriate interactions. He classifies it in to five categories of psychological abuse: rejecting, isolating, terrorizing, ignoring and corrupting (in Clark, 2007: 218).

1) Rejecting

Garbarino (in Clark, 2007: 218) defines rejecting as an attitude of hostility toward the child or a total indifference to the child's needs. The needs of the child here are closely to emotional needs rather than material needs. Childrens' emotional needs are affection, emotional support, or attention. The other examples of rejecting are belittling and ridiculing the child. Cross-cultural studies have shown that this type of behavior exists in many different cultures. It is frequently associated with high levels of social and economic stress. In other words, society which is infected by social problems, such as poverty, racial injustice, criminality, discrimination, *etc.* potentially causes parents to rejects their children.

2) Isolating

Isolating means confining the child, placing unreasonable limitations on the child's freedom of movement, restricting the child from social interactions (Goldman, 2003:19). In other words, isolating is an act to separate a child from

social interaction around the child. Isolating a child from normal social experiences may also constitute abuse. An example of isolation is the parent who consistently denies a child the opportunity to interact with his or her peers.

3) Terrorizing

Terrorizing involves repeated verbal assaults on a child, causing the child to live in constant fear (Garbarino in Clark, 2007: 218). Threats of abandonment and severe punishment fall into this category. Many parents unintentionally use threats in order to discipline their child without terrorizing tendency. However, when the threats do not happen repeatedly, the threats will not be accused as terrorizing.

4) Ignoring

Ignoring means the failing to express affection to the child by ignoring the child's attempts to interact and the child's needs (Goldman, 2003:19). Ignoring a child can inhibit normal emotional and intellectual development. This type of maltreatment may be especially damaging to infants, who need emotional, tactile and intellectual stimulation for healthy development. The failure to provide such stimulation to an infant may lead to failure to thrive.

5) Corrupting

Corrupting refers to the parent or caregiver who encourages a child to engage in behavior that is destructive, antisocial or damaging (Garbarino in Clark, 2007: 218). Two obvious examples of corrupting are encouraging a child to engage in child prostitution, stealing, and consuming drug and alcohol. Those

activities place the child at significant risks of harm and deny children from a normal social experience.

3. The Causes of Child Abuse

The causes of child abuse and neglect are variables. Moreover, a case may involve multiple factors. Goldman (2003: 27) in *A Coordinated Response to Child Abuse and Neglect: the Foundation for Practice* divided the causes of child abuse and neglect into four categories. According to Goldman, causes associated with child maltreatment can be grouped in four domains:

a. Parents

Child abuse caused by parents happens because of abnormal condition of parents or caregivers. Parents' conditions that influence child abuse relates to:

1) Psychological Condition

The condition of parent's psychology has a big influence to their behavior in treating their children. Some victims of child abuse have parents who suffer from mental illness or mental disorder. The other personal characteristics of parents that are frequently identified to influence child maltreatment are low self-esteem, an external locus of control (belief that events are determined by chance or outside forces beyond one's personal control), poor impulse control, depression, anxiety, and antisocial behavior (Goldman 2003: 27).

2) Background

A parent's childhood history plays a large part in how he or she may behave as a parent. Individuals with poor parental role models or those who do not have

their own needs fulfilled as children may find it very difficult to meet the needs of their children. Moreover, children who either experience maltreatment or witness violence between their parents or caregivers may learn violent behavior and may also learn to justify violent behavior as appropriate. Child maltreatment research commonly supports the finding that some maltreating parents or caregivers were victims of abuse and neglect themselves as children (Goldman 2003: 27).

3) Substance abuse

Parental use of drugs or alcohol is another risk factor for child abuse and neglect. Parental substance abuse is reported to be the contributing factor for between one and two-thirds of maltreated children in the child welfare system. Parents who used alcohol or intoxicating substance mostly cannot control themselves in treating their children. Besides the lack of self control, parents usually also place their children at risk of automobile accidents, fires due to carelessness, and other household accidents. Moreover, parents who are addicted to those substances will spend money on drugs instead of household expenses, or get involved in criminal activities that jeopardize their children's health or safety (Goldman 2003: 27).

4) Behaviors

Negative behaviors and attributions about a child's behavior and inaccurate knowledge about child development may play role in child maltreatment. For example, some studies have found that mothers who physically abuse their children have both more negative and higher than normal expectations of their

children, as well as less understanding of appropriate developmental norms. (Goldman, 2003:29)

A parent's lack of knowledge about normal child development may result in unrealistic expectations. Unmet expectations can culminate in inappropriate punishment. For example, a parent hit a one-year-old for soiling his pants. Other parents may become frustrated with not knowing how to manage a child's behavior and may lash out at the child. Still others may have attitudes that devalue children or view them as property (Goldman, 2003:29).

5) Age

Some studies of physical abuse, in particular, have found that mothers who were younger at the birth of their child exhibited higher rates of child abuse than did older mothers. Adolescent parents are "kids who have kids". Adolescence is, by definition, a time in the life span when the person has not yet attained emotional, psychological, or social independence. It is a time, therefore, where one is expected to experiment with various roles, make errors, change direction and, above all, is not expected to commit. Neither pregnancy nor parenting fits this picture well (Goldman, 2003:29).

b. Family

Specific life situations of some families—such as marital conflict, domestic violence, single parenthood, unemployment, financial stress, and social isolation—may increase the likelihood of maltreatment (Goldman, 2003:30). When the events occur, the coping ability of all family members is challenged.

Parents may become considerably distracted from their parenting roles, leaving children in the family with less attention than they are accustomed.

1) Family Structure

Children living with single parent may be at higher risk of experiencing physical and sexual abuse and neglect than children living with two biological parents (Goldman, 2003:30). Single parent households are substantially more likely to have incomes below the poverty line. Lower income, the increased stress associated with the sole burden of family responsibilities, and fewer supports are thought to contribute to the risk of single parents maltreating their children.

In addition, studies have found that compared to similar non-neglecting families, neglectful families tend to have more children or greater numbers of people living in the household (Goldman, 2003:19). Chronically neglecting families is often characterized by a chaotic household with changing constellations of adult and child figures, for example a mother and her children who live on and off with various others, such as the mother's mother, the mother's sister, or mother's boyfriend.

2) Marital Conflict

Based on published studies, in 30 to 60 percent of families where spouse abuse takes place, child maltreatment also occurs (Goldman, 2003:30). Children in violent homes may witness parental violence, may be victims of physical abuse themselves, and may be neglected by parents who are focused on their partners or unresponsive to their children due to their own fears. A child who witnesses parental violence is at risk for also being maltreated, but, even if the child is not

maltreated, he or she may experience harmful emotional consequences from witnessing the parental violence.

3) Stress

Stress is also thought to play a significant role in family functioning although its exact relationship with maltreatment is not fully understood. Goldman (Goldman, 2003:32) states that “Physical abuse has been associated with stressful life events, parenting stress, and emotional distress in various studies. Similarly, some studies have found that neglectful families report more day-to-day stress than non-neglectful families”. It is not clear, however, whether maltreating parents actually experience more experience more life stress or, rather, perceive more events and life perceive more events and life experiences as being stressful. In addition, specific stressful situations (e.g. losing a job, physical illness, marital problems, or the death of a family member) may exacerbate certain characteristics of the family members affected, such as hostility, anxiety, or depression, and that may also aggravate the level of family conflict and maltreatment.

4) Parent – Child Interaction

Failed parent-child interaction is involved in child maltreatment. This act includes the facts that parents seldom recognize or reward their children’s positive behaviors, while having strong responses to their children’s negative behaviors (Goldman, 2003:31). Maltreating parents have been found to be less supportive, affectionate, playful, and responsive with their children than parents who do not abuse their children. Research on maltreating parents, particularly physically

abusive mothers, found that these parents were more likely to use harsh discipline strategies (e.g., hitting, prolonged isolation) and verbal aggression and less likely to use positive parenting strategies (e.g., using time outs, reasoning, and recognizing and encouraging the child's successes) (Goldman, 2003:32).

c. Child

Children are not responsible for being victims of maltreatment. Certain factors, however, can make some children are more vulnerable to maltreating behavior than other children. The child's age and development—physical, mental, emotional, and social—may increase the child's vulnerability to maltreatment (Goldman, 2003: 32). Goldman explains the causes of child maltreatment that come from the child below.

1) Age

Infants and young children (0 until 3 years old), due to their small physical size, early developmental status, and need for constant care, can be particularly vulnerable to child maltreatment. Very young children are more likely to experience certain forms of maltreatment, such as shaken baby syndrome and nonorganic failure to thrive. Teenagers (12 until 16 years old), on the other hand, are at greater risk for sexual abuse (Goldman, 2003: 32).

2) Disability

Children with physical, cognitive, and emotional disabilities appear to experience higher rates of maltreatment than do other children. In general, children who are perceived by their parents as “different” or who have special needs— including children with disabilities, as well as children with chronic

illnesses or children with difficult temperaments. Disabilities also include mental retardation, hearing problems, vision problems, speech impairments, serious emotional disturbances, orthopedic impairments, or learning problems. They are at risk of abuse because they are more isolated, they may have limited communications skills, and they may not understand that they are victims. Moreover, many parents cannot accept their disability because it is shameful (Goldman, 2003: 32).

d. Environment

The causes related to environment influenced by social condition in the society. It includes poverty, social isolation, and violent community.

1) Poverty

Poverty and unemployment show strong association with child maltreatment, particularly neglect. A study (in Goldman, 2003:30), for example, found that children from families with annual incomes below \$15,000 in 1993 were more than 22 times more likely to be harmed by child abuse and neglect as compared to children from families with annual incomes above \$30,000. The descriptions about association of poverty and abuse are low income creates greater family stress, which, in turn, leads to higher chances of maltreatment. Actually, parents with low incomes, despite good intentions, may be unable to provide adequate care while raising children in high-risk neighborhoods with unsafe or crowded housing and inadequate daycare.

2) Social Isolation

Some studies (in Goldman, 2003:33) indicate that compared to other parents, parents who maltreat their children report experiencing greater isolation, more loneliness, and less social support. Social isolation may contribute to children maltreatment because parents have less material and emotional support, do not have positive parenting role models, and feel less pressure to conform to conventional standards of parenting behaviors. Social isolation is including racism, discrimination, alienation, etc. Social isolation will increase parents' stress.

3) Violent Community

According to Goldman (2003: 34) children living in dangerous neighborhoods have been found to be at higher risk than children from safer neighborhoods for severe neglect and physical abuse, as well as child sexual victimization. Some risks may be associated with the poverty found in dangerous neighborhoods. However, concerns remain that violence may seem an acceptable response or behavior to individuals who witness it more frequently. Societal attitudes and the promotion of violence in cultural norms and the media have been suggested as risk factors for physical abuse. In addition, while the research is controversial, some studies show a positive relationship between televised violence and aggressive behaviors, particularly for individuals who watch substantial amounts of television.

4. Impacts of Child Abuse

The impacts of child abuse can be profound and may endure long after the abuse or neglect occurs. Goldman (2003:34) explains the impacts can appear in childhood, adolescence, or adulthood, and may affect various aspects of an individual's developments, such as physical, cognitive, psychological, and behavioral. These effects range in impacts from minor physical injuries, low self-esteem, attention disorders, and poor peer relations to severe brain damage, extremely violent behavior, and death. Goldman (2003: 35-40) classified the consequences of child abuse in three categories:

c. Physical Impacts

Physical impacts can include the immediate impacts of bruises, burns, lacerations, and broken bones and also longer-term impacts of brain damage, hemorrhages, and permanent disabilities. Negative impacts on physical development can result from physical traumas, such as blows to the head or body, violent shaking, scalding with hot water, or asphyxiation and from neglect including inadequate nutrition, lack of adequate motor stimulation, or withholding medical treatments. Specific physical impacts as they relate to the early brain development of infants are highlighted in the following sections, along with some general health problems associated with maltreatment (Goldman, 2003: 36).

Infants and young children are particularly vulnerable to the physical impacts of maltreatment. Shaking an infant may result in bruising, bleeding, and swelling in the brain. The health impacts of "shaken baby syndrome" can range from vomiting or irritability to more severe effects, such as concussions,

respiratory distress, seizures, and death. Other possible impacts include partial loss of vision or blindness, learning disabilities, mental retardation, cerebral palsy, or paralysis.

Physical abuse also has impacts on brain development. Children who become victims of physical abuse, sexual abuse, or neglect associate with ongoing maltreatment, the child's brain may strengthen the pathways among neurons that are involved in the fear response. As a result, the brain may become "wired" to experience the world as hostile and uncaring. This negative perspective may influence the child's later interactions, prompting the child to become anxious and overly aggressive or withdrawn (Goldman, 2003: 36).

Child abuse may affect an individual's health in a number of direct and indirect ways. Victims of sexual abuse, for example, may become infected with sexually transmitted diseases including syphilis and human immunodeficiency virus (HIV). Studies have found that women who had experienced sexual abuse were more likely to experience ongoing health problems, such as chronic pelvic pain and other gynecologic problems, gastrointestinal problems, headaches, and obesity (Goldman, 2003: 36).

d. Non-Physical Impacts

According to Goldman, 2003: 37) non-physical impacts are impacts that cannot be seen clearly because there is no visible evidence in the victim's body. However, it has more dangerous impacts to the victims. It can cause trauma, psychological disorder, destructive behavior, and even death. Moreover, the non-physical impacts are usually long term impacts. It means that the impacts do not

happen directly after the abuse. There are three categories of non-physical impacts. Those are intellectual and cognitive development, psychological, and behavioral impacts.

4) Intellectual and Cognitive Development

Current research differs on findings related to the consequences of maltreatment on cognitive development, verbal abilities, and problem-solving skills. Some studies find evidence of lowered intellectual and cognitive functioning in abused children as compared to children who had not been abused, and other studies find no differences. Research has consistently found that maltreatment increases the risk of lower academic achievement and problematic school performance. Abused and neglected children in these studies received lower grades and test scores than non maltreated children (Goldman, 2003: 37).

5) Psychological Impacts

All types of maltreatment— neglect, physical, sexual, and psychological abuse—can affect a child’s emotional and psychological well-being. These consequences may appear immediately after the maltreatment or years later (Goldman, 2003: 37).

Psychological problems identified among individuals who were maltreated as children include: low self-esteem, depression and anxiety, post-traumatic stress disorder, attachment difficulties, eating disorders, poor peer relations, self-injurious behavior. Maltreated children who developed insecure attachments to caregivers may become more mistrustful of others and less ready to learn from adults. They also may experience difficulties in understanding the emotions of

others, regulating their own emotions, and in forming and maintaining relationships with peers. The child may have trouble controlling his or her emotions and behaving or interacting appropriately, for examples impulsive behavior, difficulties in social interactions, or a lack of empathy (Goldman, 2003: 37).

6) Behavioral Impacts

Psychological impacts of child abuse usually lead to behavioral problems. The term behavioral impacts in this discussion mean the change of children's behavior to be abnormal and destructive. Shows of abnormal behaviors that often happen to victims of child abuses are attachment difficulties, eating disorders, poor peer relations, self-injurious behavior (Goldman, 2003: 37).

Individuals victimized by child maltreatment are more likely than people who were not maltreated to engage in juvenile delinquency, adult criminality, and violent behavior. Physically abused children were the most likely of maltreated children to be arrested later for violent crime, followed closely by neglected children. Some studies about the impact of child abuse have found maltreated children to be at increased risk (at least 25 percent more likely) for a variety of adolescent problem behaviors, including delinquency, teen pregnancy, drug use, low academic achievement, and mental health problems (Goldman, 2003: 38).

C. The Life of African Americans in the Beginning of 20th Century

In the early twentieth century World War II began. The participating of the United States in the war influenced many aspects of Americans' life including the

life of African Americans. In the *A People and A Nation*, Norton (1986:803) explains the impacts of the war to the Afro-Americans.

“For many black Americans, the war was a watershed, the point at which they determined to make a stand against racial discrimination. Several factors highlighted Afro-American involvement in the war: The presence of nearly 1 million black men and women in the armed services; the mass migration of blacks, particularly from the rural South of the urban North and West, to work in war industries; and the participation of black people in all kinds of wartime activities.”

From the explanation, it can be said that in the early twentieth century there was the time of radical transformation in African Americans' life. Political and legal statuses of African Americans were better rather than some decades before. They were not trapped in slavery anymore. They got more chances and rights to contribute in nation building.

Nevertheless, the life of African Americans at that time was not as ideal as today. After the slavery era, the next social and political problem that should be faced by African Americans was racial discrimination. Racism was the most salient issue of African Americans' life in the early twentieth century. There were serious failures in race relations. Race riots were instigated by Whites occurred on military bases and white civilians assaulted black soldiers and sailors throughout the South (Norton, 1986:803).

According to Tyson (2006: 360) racism refers to the unequal power relations that grow from the social political domination of one race by another and that result in systematic discriminatory practices for example, segregation,

domination, and persecution. Since African Americans' forefathers came to the United States as slaves, African Americans' position in European Americans' point of view was inferior. The inferiority made white people associate them with savagery, heathenism, and uncivilized.

Those bad stereotypes raised hatred of the Whites to Blacks. The Whites expressed their hatred through discrimination in legal and illegal ways. The legal way of racism usually was known as institutionalized racism. Institutionalized racism is the incorporation of racist policies and practices in the instructions by which a society operates: for example, education, federal, state, and local government. The example was when government legalized segregation in American society that was popular with the slogan 'separate but equal'. This decision allowed for the provision of separate facilities and services to Blacks and Whites as long as the facilities and services were equal. However, the quality of segregated schools, transportation systems, and lodging for white people were higher than black people (Tyson, 2006: 361).

Moreover, Blacks were hampered to pursuit a better life. Along with the benefits of urban life came liabilities. The migrants had to make enormous emotional and cultural adjustments, and Whites' hostility and ignorance made their task particularly difficult. At that time, many of employers refused to place black people in high position in the job and some of them were pay lower than the white workers. Blacks had no right to attend high education and good medical service. They also could not participate in political field, such as vote in the election. Most of black people usually lived in the same neighborhoods that were

called ghetto. They did this because Whites did not want African Americans living in their parts of the cities (Norton, 1986: 803).

Besides forbidding black people in reaching their human rights, some inhumanity actions, such as massacres, race riots, and lynching also often occurred to terrorize the Blacks' life. Almost 250 racial conflicts exploded in forty-seven cities in the summer 1943. The worst of the 1943 race riots bloodied in June (Norton, 1986:803). Some of organization to against African American was built. Based on Ohio History Central, one of racist organization was Klux Klux Klan that was especially strong in Ohio during the 1910s and 1920s. In Summit County, the Klan claimed to have fifty thousand members, making it the largest local chapter in the United States. This organization's members, at times, threatened, injured and murdered African Americans who attempted to become educated, who tried to vote, who befriended Whites, who sought to leave the South, or who sought better paying jobs (Ohio History Central, 2005: par. 5).

The World War II also influenced the migration of African Americans. There were large-scale movements of African Americans out of the South. To secure defense job, 1.2 million black people migrated from south to the industrial cities of the north and west in the 1940s. Almost three-fourth settled in urban-industrial states of California, Illinois, Michigan, New York, Ohio and Pennsylvania. The worsening political and social conditions in the South certainly played a role. Limitations on the legal rights of African Americans grew more severe in the South in this era. White people in the North were more tolerant to black people. Besides social and political factor, economic factor also have

significant roles. Northern employers in many industries faced strong demand for their products and had a great need for labor. Their traditional source of cheap labor, European immigrants, dried up in the late 1910s as the coming of World War I interrupted international migration. After the end of the war, new laws limiting immigration to the US would keep the flow of European labor at a low level. Northern employers thus needed a new source of cheap labor, and they turned to Southern black people (Norton, 1986: 803).

Those hard social and economic problems influenced African Americans family. Jean (1998: par. 5). In his research found that in the 1960s the black family was often said to be very troubled. In 1997 just under half, 45.5 %, of all black families were married couples, a decrease of 10 % since 1980 and 23% since 1970. In 1997 about 47 % of black family households were female-headed, an increase of 7 % since 1980 and 19 percent since 1970. Besides, familial problems African Americans also had serious domestic violence problem. Stressful social life supported the psychological functioning of African American family members. Many of them could not control their emotion and released their stress to the others family member. Woman and children often became victims of the domestic violence in African American Family.

Families who lived in racist society usually have hard economic problems. Most of them could not get good jobs and good payment. It became another problem that worsened their psychological stress. Moreover, they could not fulfill the need of the family well. Stephanie Coontz (1999: par. 9) explained some facts related to child abuse that happens in the early twentieth century. Rates of unwed

childbearing tripled between 1940 and 1958, but most Americans did not notice because unwed mothers generally left town, gave their babies up for adoption and returned home as if nothing had happened. Troubled youths were encouraged to drop out of high school. Mentally handicapped children were warehoused in institutions like the Home for idiotic and Imbecilic Children. Wives routinely told pollsters that being disparaged or ignored by their husbands was a normal part of a happier-than-average marriage. Denial extended to other areas of life as well.

Child sexual abuse was re-discovered in the 1940s by social scientists conducting large-scale studies of sexual practices. They are known as the Kinsey studies, in which 30% of women who took part reported having had a sexual experience as a child with an adult. In the early 1900s doctors refused to believe that the cases of gonorrhea and syphilis they saw in young girls could have been caused by sexual abuse. Instead, they reasoned, girls could get these diseases from toilet seats, a myth that terrified generations of mothers and daughters. In the 1950s, psychiatrists dismissed incest reports as oedipal fantasies on the part of children. Spousal rape was legal throughout the period, and wife beating was not taken seriously by authorities. Much of what we now label child abuse was accepted as a normal part of parental discipline. Physicians saw no reason to question parents who claimed that their child's broken bones had been caused by a fall from a tree (Coontz, 1999: par.10).

D. Conceptual Frameworks

The relationship between society and literary works can be analyzed by using sociology of literature approach by Swingewood. The theory focuses on the relation between the factual events in the society and the phenomena in the literary works. Since the theory puts literary works as the representation of the society, sociology of literature tries to analyze the works in relation to the factual events at that time that are narrated in the work.

Morison's *The Bluest Eye* is a novel which portrays the condition of African Americans in the early twentieth century. It was the time when African Americans faced the terror of racism. The racism influenced every aspect of African Americans' life, including familial life. The familial problems, such as single parent, domestic violence, and child abuse were believed as some impacts of racialism.

Thus, in this research sociology of literature approach is used to analyze *The Bluest Eye*. Considering that, it focuses on the reflection between the factual events in the society and what happens in the literary work. This research is conducted to find the representation of child abuse in African American society that was under racial problems at that time.

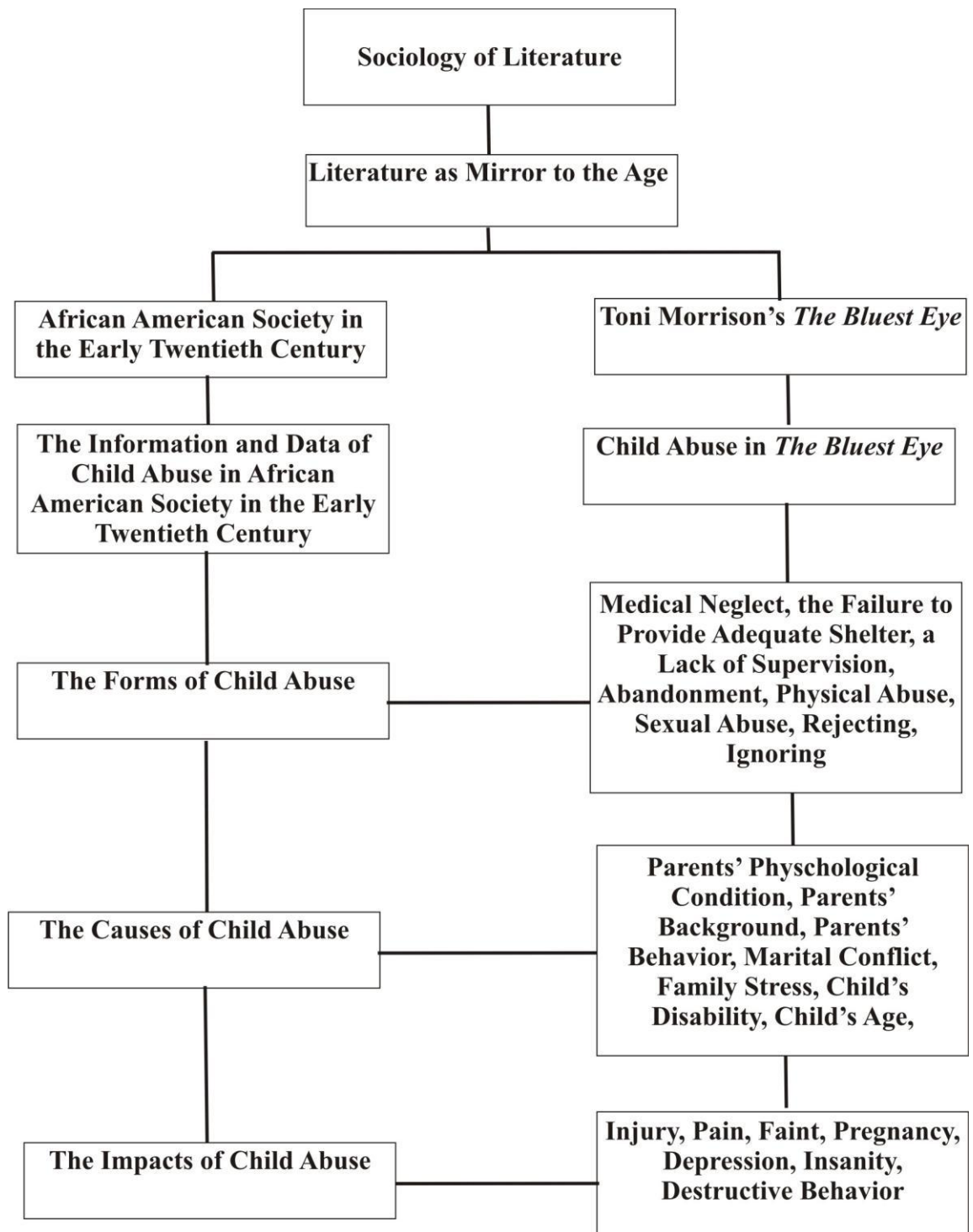


Figure 1: The Analytical Construct of the Research

CHAPTER III

RESEARCH METHOD

G. The Research Design

In order to do the research systematically and to reach the objectives of the research, the researcher created a research design. Moleong (2006:6) defines a qualitative research as a research procedure resulting in the descriptive data from the written or the spoken words of the subject of the research being observed. According to Moleong, the most suitable method for this study is qualitative research. It is because this research relates to understanding certain phenomena by interpreting the meaning of a certain text.

Moreover, the data that are collected in this research are performed in the forms of words rather than numbers. Strauss and Corbin (2007: 4) state that qualitative research is a research in which the finding is not in the forms of number, statistic, or other quantitative matters. In this research, the researcher analyzed the phenomena of child abuse that are portrayed in Morrison's novel entitled *The Bluest Eye*. She tried to find out whether the novel represents the reality of child abuse in African American society. To achieve the goal, she applied sociology of literature theory. The researcher analyzed the relationship of the phenomena of child abuse, such as the forms, causes, and impacts of child abuse in the novel and in the real world. The findings of the research are explained in descriptive data.

H. Data and Source of the Data

The main resource of the data is a novel by Toni Morrison entitled *The Bluest Eye* that was published in 1970. The researcher took any information from the novel that can be classified into specific data that are related to child abuse phenomena in African American society. To gain the understanding in applying sociology of literature approach, the researcher used *The Sociology of Literature* by Diana Laurensen and Alan Singewood. The information about child abuse is taken from *Encyclopedia of Child Abuse* by Robin E. Calrk, *Mandated Reporting of Child Abuse and Neglect* by Kenneth Lau and other resources. The data collected are in the forms of recorded sentences and paragraph related to child abuse in African American society.

I. Research Instruments

Since this research used descriptive qualitative method, the key instrument of the research is the researcher herself and also her logical thinking. According to Moleong (2006: 168) the researcher is not only a planner, but also an implementer, an organizer, an evaluator, and finally a reporter of his/her own research. The researcher used her understanding and interpretation based on her knowledge that was supported by the sociology of literature theory as the main guideline.

The researcher also made data sheet to help her in collecting the data. It is used to arrange the data systematically in a table. The table consists of data that contain number, category that is the classification of data based on the research

questions, sub-category that is the detail part of category, quotation of the novel about the reflection of child abuse in African American society, and the information about the page that shows the location of the data in the novel. The category also appears in the form of codes. The form of data sheet is presented in the following figure:

No	Category	Sub-Category	Data	Page
1.	a. Neglect	Inappropriate Dress	“She came with nothing. No little paper bag with the other dress, or a night gown, or two pair of whitish cotton bloomers. She just appeared with a white woman and sat down.”	18
2.			<p>““You heard me. Where your socks? You as bare-legged as a yard dog.’</p> <p>‘I couldn't find any.’</p> <p>‘Couldn't find any? Must be somethin' in your house that loves socks.’</p>	51

Figure 2: **The Example of Data Sheet**

The supplementary tools that are used during the research are the books of the theory used in the research, the novel, a computer, and stationary stuffs.

J. The Technique of Data Collection

In collecting the data, the researcher employed documentation technique. The data collected are derived from a novel by Morrison that is entitled *The Bluest Eye*. There are four steps in the process of collecting the data: reading, note taking, interpreting, and categorizing. Reading is the first and the basic process of data collecting. Researcher read *The Bluest Eye* by Morrison repeatedly to get

clear understanding about the content of the story. Then, she tried to collect the data by taking notes or rewriting the data in the forms of sentences and paragraph related to the practice of child abuse in African American society. After collecting the evidences related to the topic in the novel, she read the data carefully in order to have good interpretation. The last step was categorizing the data in line with the research questions. The researcher concluded that there are three categories of the data related to the interpretation of child abuse in African American society in *The Bluest Eye*. The categories are the forms, the causes, and the impacts of child abuse in African American society that are portrayed in the novel.

K. The Data Analysis

According to Bogdan and Biklen (in Moleong, 2006:248), data analysis is a process of systematically organizing and arranging data into pattern, category, basic unit, in order to find a theme and to formulate a hypothesis as data suggest. In other words, the researcher should work with the data by organizing the data, breaking them into manageable unit, discovering what is important and what is to be learned, and deciding what should be reported. Thus, the researcher conducted some steps of data analysis which consist of the following:

- 1) The researcher read and learned the data got from the novel and other sources related to the objectives of the research.
- 2) After collecting the data, the researcher categorized and classified them into three categories. The first category answers the first objective which is the representation of the forms of child abuse as reflected in Morrison's *The*

Bluest Eye. The second category answers the second objective that is the interpretation of the factors of the child abuse in the novel. The third category answers the third objective that is the interpretation of the impacts of the child abuse in the novel.

- 3) The researcher analyzed the data by describing and interpreting them. She also found some related points among the data and the theory which was applied.
- 4) After analyzing the data and finding the relation between them and the theory, the researcher drew a conclusion from those findings as the result of the research.

L. The Data Trustworthiness

The validity of the research needs to be measured in order to convince that the research are worthy of attention. The measurement of the research quality is usually known as trustworthiness. There are some strategies that are employed in qualitative research to establish trustworthiness. Moleong (2006:173) mentioned the criteria to check the trustworthiness of the data including credibility, dependability, conformability, and transferability. Nevertheless, in this research the researcher measured the degree of credibility, dependability, and conformability.

Credibility is concerned with the accuracy of the data. The researcher achieved the credibility of the data through a deep and detail observation on the data, so that they could be said credible. In applying the observation, the

researcher read and reread the data carefully and comprehensively. In this research, credibility is also reached through triangulation technique. There were two types of triangulation technique that were used by the researcher. They were triangulation by the theory and by the researcher. Triangulation by the theory was done by using more than one sources of the theory in analyzing the data. Triangulation by the researcher was also used to enhance the trustworthiness of the data. Although the research was done only by one researcher, it was always consulted to the two consultants in order to confirm the data. The researcher confirmed the data to Ari Nurhayati, S.S., M.Hum as the first consultant and Niken Anggraeni, S.S., M.A as the second consultant.

Dependability refers to the stability and track ability of the changes in data over time and conditions. The researcher examined the process of the research: data collection and data analysis in order to achieve the degree of dependability. She read and reread the data to gain the certainty and stability of the data. She ensured that the data were in accordance with the research questions.

Conformability is concerned to the neutrality about the explanation and the conclusion of the data depending on the condition of the inquiry rather than on the researcher. Conformability aims at measuring how far the findings of the data are truly based on the data. To get the conformability of the research, the researcher discussed the data with her colleagues Iva Wulandari (08211144013) and Dewi Rigen Sulistini (07211144038). They were students of Yogyakarta State University who are under the same study program as the researcher's that is English language and literature.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The analysis of this study is emphasized on the view that literary texts are social documents. In this research, the social phenomenon that is analyzed in *The Bluest Eye* is the practice of child abuse in African American society around the early 20th century. The approach that is used in this research is sociology of literature. This approach leads the researcher to find the relations between the imaginary characters in the novel and the setting, including the social condition and the age.

In the early twentieth century African Americans suffered from racism and poverty. There were many bad impacts of racism and poverty which were experienced by African Americans. However, African American women and children were the most suffering victims (Jean, 1998: par. 5). The hard conditions and their powerlessness made them become not only the victims of White violence but also the victims of Black violence. The hard condition will influence family situation and usually will increase child abuse and domestic violence. Child abuse was one of the striking phenomena in African American society. The findings and discussions about the practice of child abuse in African American society as presented in Morrison's *The Bluest Eye* are explained below.

There are three objectives in this research. The first is to reveal the forms of child abuse portrayed in *The Bluest Eye*. The second is to find out the causes of child abuse portrayed in *The Bluest Eye*. The last is to analyze the impacts of

child abuse portrayed in *The Bluest Eye*. By achieving those objectives, the problems about the practices of child abuse, its causes, and its impacts in African American society in the early 20th century can be uncovered.

B. The Forms of Child Abuse in *The Bluest Eye*

As it was previously mentioned, child abuse refers to any harm, physical or emotional, that is done intentionally to a child. Based on its forms, child abuse is divided into four: neglect, physical abuse, sexual abuse and psychological abuse (Clark, 2007: 58). Those forms of child abuse can be found in *The Bluest Eye*.

5. Neglect

Neglect is the most common maltreatment on children that often happens. “Neglect is the serious failure of parents to fulfill the basic need of children, so it will endanger children’s life” (Clark, 2007: 185). The economic condition usually becomes the reason of parents for being unable to fulfill their children’s needs.

In *The Bluest Eye*, it is described that the practice of neglect is done by the African Americans to their children. There are some forms of neglect that can be found in the novel. Those are medical neglect, the failure to provide adequate the clothing, the failure to provide adequate shelter, homelessness, inability to give adequate supervision, and abandonment.

e. Medical Neglect

Medical neglect in *The Bluest Eye* is seen when Claudia’s mother treats her when she is sick.

No one speaks to me or asks how I feel. In an hour or two my mother comes. Her hands are large and rough, and when she rubs the Vicks salve on my chest, I am rigid with pain. She takes two fingers' full of it at a time, and massages my chest until I am faint. Just when I think I will tip over into scream, she scoops out a little of the salve on her forefinger and puts it in my mouth, telling me to swallow. A hot flannel is wrapped about my neck and chest. I am covered up with heavy quilts and ordered to sweat, which I do- promptly (Morrison, 1970: 11).

The quotation above expresses Claudia's feeling about her family, especially about her mother's treatment to her when she is sick. She says that there is no one who speaks to her and asks about her feeling. It indicates that Claudia is ignored by her family or does not get enough attention. A sick child is usually being pampered because he or she wants to feel comfortable and being loved. Unfortunately, Claudia does not get those psychological needs from her family.

Claudia also feels uncomfortable with the way her mother heals her. Her mother does not send her to a doctor but tries to heal her by herself. Claudia tells that she feels pain and she faints when her mother rubs Vicks salve to her body. Her mother also asks her to swallow it, while actually Vicks is one kind of balsams that is included as external medicine. It means that it cannot be eaten. What Claudia's family, especially her mother, do to her can be included as a medical neglect because it is dangerous for Claudia's health as a child.

In this case, Claudia does not get what a sick child needs which is psychological and physical treatment. Psychologically, she feels that she does not get enough attention and be loved, and physically, she gets inappropriate healing from her mother.

f. The Failure to Provide Adequate Shelter

Inadequate shelter worsens children's health. The novel describes how Macteers' home looks like. "Our house is old, cold, and green. At night a kerosene lamp light one large room. The others are braced in darkness, peopled by roaches and mice" (Morrison, 1970: 10). From the description readers get a picture of a poor house. The house does not fulfill the health standard of a healthy house. There is only a lamp to light the whole house. The lack of lighting in the night is not good for the eyes. The eyes will work harder and make them have a high-risk to get eye diseases such as myopia. Moreover, the huge number of mice and cockroach indicates that the sanitation of the house is bad. Those pests make children potentially infected by many diseases.

Another portrayal about the failure to provide adequate shelter is seen through Breedloves' house. In the novel it describes the poor condition of the house. The bad condition of the bathroom is far from the health standard. They have no bath facilities and there is only a toilet bowl. "There were no bath facilities. Only a toilet bowl, inaccessible to the eye if not the ear, of the tenants" (Morrison, 1970: 35). Bath facilities are one of the main needs in a house. It relates with the cleanliness and sanitation of family members. The absence of bath facilities indicates that there is no attention of the parents toward the health of the family.

Moreover, in Breedlove's house the whole family shares a bedroom together. "The bedroom had three beds: a narrow iron bed for Sammy, fourteen years old, another for Pecola, eleven years old, and a double bed for Cholly and Mrs. Breedlove" (Morrison, 1970: 35). When children and parents sleep in a room without partition, they will see directly what their parents do in the bedroom including when their parents have conflicts or have sexual activity. Unfortunately, Cholly and Pauline often fight in the bedroom. This condition makes the condition of the house is more uncomfortable.

g. A Lack of Supervision

A lack of supervision is also included in child neglect. It is defined as the failure to protect children from danger or harmful behavior (Lau, 2005: 36). In *The Bluest Eye*, the lack of supervision happens to Sammy. "He was known, by the time he was fourteen, to have run away from home no less than twenty-seven times. Once he got to Buffalo and stayed three months. His returns, whether by force or circumstance, were sullen" (Morrison, 1970: 43). Sammy often runs away from his home. It happens because he does not feel happy, safe, and comfortable in his own home. His parents often fight and do not care about him. As it is mentioned in the novel, he runs away from home no less than twenty seven times. This behavior is dangerous for Sammy's development. For a fourteen-year-old child, it is hard to live outside of the house. There are many threats that can harm his physical and psychological condition.

h. Abandonment

Another children maltreatment found in the novel is abandonment. The case of abandonment is faced by Cholly and Pecola. Cholly was left by her mother when he was 4 years old. Cholly's irresponsible mother left him on a junk heap. "When Cholly was four days old, his mother wrapped him in two blankets and one newspaper and placed him on a junk heap by the railroad" (Morrison, 1970: 132). Leaving a baby in a public place without any caregiver is perilous for the baby's life. Moreover, the child is left in an unsaved place such as a junk heap. What Cholly's mother does is a serious violation.

In Pecola's case, her parents leave her in the Macteers' house. Although Pecola gets enough attention and her need is fulfilled, her parents are accused for abandoning her because they do not check their child's condition. This is in line with Lau's statement (2009: 38) that abandonment is leaving children within two days without arranging for his reasonable care or supervision and without any contact to the children. Morrison (1970: 25) tells about the case of Pecola's abandonment through Mrs. Macteer's statement.

....Folks just dump they children off on you and go on 'bout they business. Ain't nobody even peeped in here to see whether that child has a loaf of bread. Look like they would just peep in to see whether I had a loaf of bread to give her. But naw. That thought don't cross they mind. That old trifling Cholly been out of jail two whole days and ain't been here yet to see if his own child was 'live or dead. She could be dead for all he know. And that mama neither. What kind of something is that?

In the novel Mrs. Macteer complains to Pecola's parents because they do not visit Pecola who is entrusted to her. She criticizes Pecola's parents for their ignorance to their child.

Based on the analysis about child neglect above, it can be concluded that child neglect which happens in *The Bluest Eye* is parallel with the real situation examined by many sociologists. As mentioned above in the early twentieth century there were some facts about the bad health condition of children and the high number of children mortality. The death rates for Black children are 30 percent to 50 percent higher than those for White children (Jaynes and Williams, 1989: 396). Injury was the leading cause of death in childhood. For Black children, the highest rates of injuries occur at or near home. It is related to socioeconomic status: poor children are very likely to live in areas which have heavy traffic patterns, high number of criminality case, and dangerous uncollected litter or trash (Jaynes and Williams, 1989: 405). Those indicate that there was no good supervision from the parents and it can be included as neglect. The injuries also often happen at home. “Within their house unrepaired stairwells and inadequate or absent screens or windows guards expose children to risk of falls. Missing smoke detectors along with defective heaters and other household appliances pose fire hazard” (Jaynes and Williams, 1989: 405). If the condition of the house seems inappropriate, it makes children have high risk to get injury. In the early twentieth century there was failure to provide adequate shelter in African American society. Another cause of the high number of children mortality in African American is medical neglect. African American parents do not give their best attention to their children’s health. For example, they have lack of immunization and dental care (Jaynes and Williams, 1989: 408-409).

6. Physical Abuse

As it was previously mentioned, physical abuse is defined as any non accidental physical injury to the child. It can happen in the forms of punching, biting, shaking, throwing, stabbing, choking or kicking a child. Physical abuse will produce fractures, burns, severe bruises, welts, pain, cuts and internal injuries (Lau, 2009: 28). According to Jaynes and Williams (1989: 410) in 1930-1980 the number of child abuse in African American society increased. Usually parents abuse their children physically for the reason to discipline them. Gershoff (2011, par: 2), a researcher of corporal punishment, found that 89% of Black parents used corporal punishment to discipline their children. African American parents punished their children by paddling, whipping, or spanking. In practicing corporal punishment parents usually used a switch, a belt, a shoe, whip, or a hand. Compared to the other races African American parents had the highest percentage in using corporal punishment. Unfortunately, corporal punishment often developed to physical abuse.

Related to the classification of physical abuse, the children characters in *The Bluest Eye* get physical abuse in several ways. Whipping is one of the punishments that are usually given to African American children. Below is the example of how an African American mother disciplines her children in the novel.

Mama grabbed Frieda by the shoulder, turned her around, and gave her three or four stinging cuts on her legs. 'Gonna be nasty, huh? Naw you ain't!' Frieda was destroyed. Whippings wounded and insulted her. Mama looked at Pecola. 'You too!' she said. 'Child of mine or not!' She grabbed Pecola and spun her around (Morrison, 1987:30).

The datum above tells that Mrs. Macteer whips Frieda because she is accused of playing a nasty game. Mrs. Macteer is provoked by Rosemary, who tells her that Frieda, Pecola, and Claudia are playing a nasty game. She directly believes what Rosemary has said without confirming it to the children. The children try to tell her what has really happened but she does not hear them. Then, she grabs Frieda's shoulder and hurts her legs three or four times. She also yells to the children. Although she does not say bad words to them, her anger gives negative impacts to the children. She makes the children especially Frieda physically wounded and psychologically insulted.

The way Mrs. Macteer disciplines her children can be included in abuse. Her biggest fault is she does not confirm to the children first what has really happened. She punishes them before she makes sure whether they really make a mistake or not. Actually, the children do not play a nasty game. They just try to help Pecola, who gets her first menstruation. However, Mrs. Macteer does not want to listen to their explanation. She directly believes what Rosemary has said. It is because Rosemary is a white child. She does not want to be contemptible in front of white people by letting her children play a nasty game. This is one of the effects of a racist society. In 1940 era racism was strong in the United States. Bad stereotypes were labeled to African American society. However, in some regions, especially in the north, black and white community started to live harmoniously. In order to reveal their identity black people wanted to detach bad stereotypes given to them, for example being lazy, dirty, and criminals (Jaynes and Williams, 1989: 155). In the novel Mrs. Macteer does not want Rosemary to

assume that she cannot educate her children by letting them play a nasty game. However, the way Mrs. Macteer struggles against racism sacrifices the children. In this case the children become the most powerless side. Racially they are abused by a white girl who has accused them of doing a bad thing as the effect of hatred and bad stereotypes and as children they are abused by an adult, who is their own mother, because of misunderstanding.

Another fault of Mrs. Macteer is she takes physical punishment before giving them advice. According to Strauss, the verbal method of behavior control, such as giving explanation to the children is a more effective disciplining method than corporal punishment because it will increase children's cognitive performance and avoid psychological and physical injury (Straus, 2007:373). By explaining to the children verbally to correct their mistakes, they will get more understanding rather than just punishments. Although Mrs. Macteer hurts Frieda on her legs, which is not too dangerous, there are still many ways to avoid violence, which can educate the children more. According to the research, African American parents often give physical punishment to children as the effect of slavery era (Siek, 2011: par.1). They often got corporal punishment from their master in order to make them obey their master. That is why they use the same method to make others, who are more inferior than they are, obey them.

Another kind of physical abuse in the novel happens spontaneously when Pecola helps her mother, who works in a white man's house.

In one gallop she was on Pecola, and with the back of her hand knocked her to the floor. Pecola slid in the pie juice, one leg folding under her. Mrs. Breedlove yanked her up by the arm, slapped her again, and in a voice thin

with anger, abused Pecola directly and Frieda and me by implication (Morrison, 1987:109).

Pecola unintentionally spills a pan of hot berry juice on the floor. Her legs are burnt because the berry juice is hot. Instead of helping her, Pecola's mother knocks her down until she falls on the floor. Unfortunately, Pecola slides on the hot juice that is spilled and her legs fold and is stricken by her body. Mrs. Breedlove, unsatisfied with her own way in punishing her daughter, then yanks her up and slaps her. She expresses her anger brutally as she attacks Pecola repeatedly. She also abuses her verbally.

What Mrs. Breedlove does to Pecola is a violation. She does many forms of abuse and neglect. She neglects Pecola's condition as she is burnt by the hot blueberry juice; she hurts Pecola's body many times by knocking her down, yanking, and slapping. Pecola may get serious injuries from her actions. She also hurts Pecola's feeling by verbally abusing her in front of her friends.

As it is mentioned above corporal punishment is common in the African American society. A child usually gets corporal punishment because of the mistakes that they have made. The purpose of giving punishment to children is to educate them not to torture them (Gershoff, 2002: 540). That is why the punishment methods should be able to make children understand about what to do and what is forbidden. In other words, parents should be able to use punishments that help children develop their self control and a sense of limits, experience the consequences of their behavior, and learn from their mistakes without hurting them physically and psychologically (Gurian, 2011: par. 1). When parents cannot

give appropriate punishments, they cannot make betterment in children's behavior.

From the analysis above, it can be concluded that Mrs. Macteer and Mrs. Breedlove do not give appropriate punishment to their children. They hurt their children physically and psychologically, and they do not give chance to the children to defend themselves.

Mrs. Breedlove becomes very angry to Pecola not only because she spills the berry juice but also because she does it in the house of her mother's employer, who is a white child. Moreover, the little daughter of the employer sees it and becomes frightened with the chaos that happens. Mrs. Breedlove prefers to calm down the white girl than to take care of her black daughter who gets injury. It is because she does not want to get trouble with her employer. Pecola's mother wants to be saved from her employer, a white people. Her worry to get trouble with her employer makes her prefer to punish her own daughter.

In another case, Pecola is also physically abused by her mother. From the dialogues among the people in Breedloves' neighborhood it is told that Pecola is lucky to be alive after Mrs. Breedlove beats her. It reflects the fact that the way Mrs. Breedlove beats Pecola is very cruel. "Well, it probably won't live. They say the way her mama beat her she lucky to be alive herself." (Morrison, 1987:189). Mrs. Breedlove beats her daughter after she tells Mrs. Breedlove about the rape done by her father. This case of incest adds family problems that happen in the Breedloves. Mrs. Breedlove becomes more stressful after knowing that her husband has raped their daughter. Therefore, Mrs. Breedlove feels

shocked, angry, and upset. Pecola, who is more inferior than her, becomes the object of her anger. Instead of getting protection from her mother, Pecola is beaten until her life is in danger. The way Mrs. Breedlove expresses her emotion is a dangerous physical abuse because the impact of it is death.

According to Whipple (1991:280), in the African American society how parents abuse their children causes their stressful life and parents often take advantages of children who are more powerless than them as the object to release their stresses. The hard life makes it difficult for them to control their emotion. However, abusing children in order to release adults' stress or emotion is very uneducated. Parents as the superior use their position to blame the inferior, children, for the problems that they face.

The cases of physical abuse above show how the African American parents treat their children. In those cases, parents' motives of physical abuse are as the punishment of children's' fault and as the expression of their emotion as something bad happens.

From the novel, the description of child abuse in African American society is clearly seen. African Americans have been familiar with violence since the slavery era. Their position as slaves often made them become the victims of physical abuse. Some researchers said that this can be the reason why African Americans often use violence in solving their problems including in disciplining their children (Gershoff, 2011: par. 4). Violence against African Americans also continued after the slavery abolishment, as it is not easy to get equality. Since

African Americans are accustomed to violence, they used to use violence in everyday life, including in the family.

Those cases give the reader description about how racism has infected African American society. After the slavery abolishment, intra-racialism or racism among Black people often happened in African American society (Tyson, 2006: 361). In this case female and children who were powerless usually became the victims. In the novel children are described to be the victims of the adults. As the most powerless side, they got bad treatments for the sake of race.

3. Sexual Abuse

Sexual abuse is one of child abuse forms that has severe impacts to the victims. According to Lau (2009: 29) the definition of sexual abuse involves the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.

In *The Bluest Eye*, there are two cases of sexual abuse. The sexual abuse happens in the forms of touching and incest. Intentionally touching certain parts of children's bodies such as genital, breasts, buttocks, and thigh is included to sexual abuse. It happens to Frieda, who becomes the victim of sexual abuse committed by Mr. Henry.

‘What'd he do? Just walk up and pinch them?’ She sighed. ‘First he said how pretty I was. Then he grabbed my arm and touched me.’ ‘Well, what, then? Come on, Frieda. How come I can't know?’ ‘He ... picked at me.’ ‘Picked at you? You mean like Soaphead Church?’ ‘Sort of.’ ‘He showed his privates at you?’ ‘Noooo. He touched me.’ ‘Where?’ ‘Here and here.’ She pointed to the tiny breasts that, like two fallen acorns, scattered a few faded rose leaves on her dress (Morrison, 1987: 99).

In the quotation, Frieda tries to tell the chronology of sexual abuse that happens to her. Mr. Henry, a room renter in her house, tries to seduce Frieda by telling her that she is pretty. Then, he walks towards her, grabs her arms and touches her breast. In the quotation ‘He ... picked at me.’ ‘Picked at you? You mean like Soaphead Church?’ ‘Sort of.’ (Morrison, 1987: 99), readers also get information that Soaphead Church has ever done a similar thing to Frieda. It means that there are many threats of sexual abuse in Frieda and Claudia’s surroundings. Moreover, it may be done by male adults who live around them. In the society the perpetrators of sexual abuse are usually people who have been known by the victims. Justice Department analyzing the reports of sexual abuse found that girls under the age of 12 comprised the single largest category of victims and that most had been assaulted in their own home by a male adult who was a family member or acquaintance (Sacco, 2002: 80-83).

In Frieda’s case, the sexual abuse happens not only in the frame of children oppression but also in the frame of racial oppression. Mr. Henry is a white man. There are three superior aspects of him: male versus female, adult versus child, and White versus Black. It indicates that the position of black female children is very weak especially in the racist society. That is why they need to get more attention and protection.

After being sexually abused, Frieda informs her parents about what has happened. Her father is angry and expresses it by attacking Mr. Henry. He beats him and tries to shoot him by a gun. Then Mr. Henry runs away to avoid Mr. Macteer's anger. In avenging Mr. Henry, Mr. Macteer is helped by his neighbor who lends him a gun.

After the shocking event, Frieda's parents especially her father tries to protect his daughter well. He tries to put away people who endanger his daughter. However, he only focuses on the perpetrator of the abuse, not on the victim. Frieda's parents do not pay attention to her feeling as a victim of sexual abuse. They do not ask about her feeling, try to calm her down, or give her understanding about what has just happened and what should be done. That is why Frieda is confused and makes a wrong conclusion about what to do. She feels worried that she will become ruined after what happens to her. In her opinion, being ruined means becoming fat as what happens to a prostitute in the society. However, she sees that another prostitute is not fat because she is always seen drinking alcohol. Then she and her sister think that they need to find alcohol to prevent her from being ruined. They try to come to Pecola, who has a drunker father. This indicates that Frieda does not get enough understanding about how she should behave after being sexually abused. However, children who become the victims of sexual abuse need special treatment. Silverman (2011: par.4) explains that one of parents' tasks is facilitating cognitive understanding of what the experience of rape means to the victims of sexual abuse. In this case, Frieda's parents do not

give understanding to Frieda about how she should behave after the bad experience. They do not even try to calm her down.

Another victim of sexual abuse is Pecola. In Pecola's case, the sexual abuse that happens is incest. The perpetrator is her father. Unlike Frieda, who is "only" touched by the perpetrator, Pecola gets the worst sexual abuse. She is raped by her father, Cholly. Moreover, the rapes happen several times. The first incident happens to Pecola when she is left home alone and she is washing dishes:

The confused mixture of his memories of Pauline and the doing of a wild and forbidden thing excited him, and a bolt of desire ran down his genitals, giving it length, and softening the lips of his anus. Surrounding all of this lust was a border of politeness. He wanted to fuck her--tenderly. But the tenderness would not hold. The tightness of her vagina was more than he could bear. His soul seemed to slip down to his guts and fly out into her, and the gigantic thrust he made into her then provoked the only sound she made--a hollow suck of air in the back of her throat (Morrison, 1987: 164-165).

From the datum above, it can be seen how Cholly rapes Pecola. He sexually arouses when he sees her 11 year-old daughter standing in front of the wash basin. Usually, children at higher risk for sexual abuse are female children of 8-12 years old. Cholly cannot control his desire and then he starts to touch Pecola's legs, makes her fall to the floor and rapes her. He factually realizes that he does a forbidden thing but he cannot stop his desire. By raping Pecola, he fails to protect her. Unfortunately, the rapes are repeated.

The novel tells the reader not only about how the rape happens, but also about the process of Cholly's thought before he comes to the decision: raping his own daughter. It is said that Cholly's experiences lead him to do the abuse.

When he was a child Cholly also became the victim of abuse. He was abandoned by his parents. Although he was taken care of by his aunt, he does not get enough love because she died soon. Cholly has no experience about being loved by his parents. It makes him fail in expressing his love to his daughter. “What could he do to her – ever? What give her? What say to her? What could a burned-out Black man say to the hunched Black of his eleven-year-old daughter?” (Morrison, 1987: 161). He does not know what to do toward her daughter. He has lack of parental skill not only in the knowledge but also in the sense.

Another factor found in the novel related to incest that is done by Cholly is his trauma of being racially insulted by white people. When he was young his first sexual encounter was interrupted by Whites. The Whites caught Cholly who was making love in the park with Darlene and made it like a show. They asked him to continue his acts and shone him with a flashlight. Those made Cholly feel insulted but could not react on the situation. This feeling made him blame and hate Darlene. Cholly cannot accept the truth of being powerless compared to Whites. Therefore, he tries to find a scapegoat and blames other people of what has happened. His hatred toward Darlene grows to be hatred toward other women. Hence, Pecola and her mother, Pauline, become his victims to relieve his hatred.

The sexual abuse in *The Bluest Eye* is in line with what occurs in the society. The perpetrators of sexual abuse are those who have a close relation with the victims. In Frieda’s case the perpetrator is Mr. Henry, who lives in her house

as a renter and the perpetrator in Pecola's case is her own father. People who should be trusted to protect the children become the biggest threats for them.

In Frieda's case, her parents fail to psychologically recover her. Frieda may feel safe from the abuser, but she does not feel safe from the effects of the sexual abuse. Unfortunately, her parents do not give much attention to her feeling as the victim. In Pecola's case, the parents fail to struggle in their stressful environment and it causes the suffering of the children. There is no cooperation between the father and the mother in solving poverty and facing the racist society. Mr. and Mrs. Breedlove are busy with their own psychological problems without paying attention to their children. Mr. Breedlove is trapped in his sorrowful childhood because of being abandoned by his mother and rejected by his father, and by his powerlessness of being racially insulted by Whites. It makes him become temperamental and addicted to alcohol. On the other side, Mrs. Breedlove is also trapped by misery in her life. She has bad childhood experience because her crippled leg makes her treated differently by her family. After marrying Cholly and moving to the north, she also feels lonely because the snobbish society around her cannot accept her. To run from her unhappy life she fulfills her mind with Whites' ideal perception on beauty and happiness. She prefers to concern herself with her job as a servant in a White's house and ignore his family.

The phenomena of sexual abuse in the novel represent the real situation of African American society in the early twentieth century. Sacco (2002: 80-83), who analyzes about incest in the United States in 1890-1940, states that the

nineteenth century doctors had found that most of children they diagnosed with gonorrhea were poor and working-class girls who claimed to have been sexually assaulted, sometimes by their father, and African American families were one of the groups in which incest could be found. Still according to Sacco, recent studies have estimated that as many as 54 percent of American woman were sexually assaulted as children.

In addition, the history of African American slavery can also become the factor of incest. As they had been sent from Africa to America as slaves, they were expected to do hard jobs. Most of them are male slaves. Black men were forced to have sex with random black women to reproduce like animals. This was done to produce more slaves to work in the plantation. Slave masters did not care if these women were their mothers, daughters or sisters. Furthermore, it was common for the slave masters to have children from their female slaves (Stone, 2008: par 1).

4. Psychological Abuse

According to Lau (2009: 31) psychological abuse means “injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition or as evidenced by anxiety, depression, withdrawal, or aggressive behavior”. There are five categories of psychological abuse: rejecting, isolating, terrorizing, ignoring and corrupting. In *The Bluest Eye*, only two of those categories are found: rejecting and ignoring.

a. Rejecting

In the previous chapter Gerbarino (in Clark, 2007: 218) defines rejecting as an attitude of hostility toward a child or a total indifference to a child's needs. Everyone, especially children, has emotional needs such as affection, emotional support, or attention. When those needs are not fulfilled, it will disturb children's psychological development. The practices of rejection are usually in the forms of belittling and ridiculing the children. The datum below is a quotation in *The Bluest Eye* about how the practice of rejection happens in the Macteers.

When, on a day after a trip to collect coal, I cough once, loudly, through bronchial tubes already packed tight with phlegm, my mother frowns. "Great Jesus. Get on in that bed. How many times do I have to tell you to wear something on your head? You must be the biggest fool in this town (Morrison, 1970: 10).

The datum shows Mrs. Macteer's response when she knows that Claudia gets influenza after she collects coal for money. Mrs. Macteer calls her as the biggest fool in the town because Claudia does not obey her to wear a head warmer.

In the quotation, it is seen that Mrs. Macteers belittles Claudia by calling her as the biggest fool. In Mrs. Macteer's perception Claudia makes a mistake because she ignores her command to use a head cover. However, Claudia's physical condition is poor at that time, so she should get better treatment rather than anger from her mother. Instead of supporting Claudia by dealing with her emotional feeling, Mrs. Macteer abuses her verbally.

Another practice of rejection is shown below. “Later I throw up, and my mother says, ‘What did you puke on the bed clothes for? Don’t you have sense enough to hold your head out the bed? Now, look what you did. You think I got time for nothing but washing up your puke?’” (Morrison, 1970: 10). Again, Mrs. Macteer complains to Claudia as she throws up her puke on the bed. Mrs. Macteer thinks that Claudia should throw her puke out of the bed. However, Claudia’s condition makes it difficult for her to do that, and even it is difficult for her to move although just a bit. Moreover, Mrs. Macteer says “You think I got time for nothing but washing up your puke?” (Morrison, 1970: 10). The words indicate that Mrs. Macteer shows her objection in taking care of Claudia. It can hurt Claudia’s feeling, for she feels that she is not loved and understood.

The datum below is Claudia’s thoughts about her mother’s treatment to her. “My mother’s voice drones on. She is not talking to me. She is talking to the puke, but she is calling it my name: Claudia” (Morrison, 1970: 11). The datum above shows the expression of Claudia’s feeling when her mother compares her with her puke. Vomiting is something that is disgusting, dirty, and troublesome. Giving bad labels to children will influence their psychology and identity (Davis, 2012: par 1). In this case Claudia’s mother compares her with something bad, puke, which is dangerous for Claudia’s psychology. She will lose her self esteem and has negative self image when she often gets bad claims about herself.

Mrs. Breedlove also shows her rejection to her child by insulting Pecola and regarding her as nonsense. Below is the quotation of her reaction when

Pecola unintentionally spills down a hot pan of berries. “Crazy fool... my floor, mess ... look what you ... work get on out now out crazy ... my floor, my floor ... my floor. Her words were hotter and darker than the smoking berries, and we backed away in dread” (Morrison, 1970: 109). Mrs. Breedlove blames Pecola as a crazy and fool child. She regrets the floor that has been dirty because of the spill of the berries. She seems to care about the floor more than about her own daughter who gets burn because of hot berries. She does not ask why and how the fault happens. Pecola should not get anger from her mother because she did it unintentionally.

The little girl in pink started to cry. Mrs. Breedlove turned to her. ‘Hush’ baby, hush. Come here. Oh, Lord, look at your dress. Don’t cry no more. Polly will change it.’ She went to the sink and turned tap water on a fresh towel. Over her shoulder she spit out words to us like rotten pieces of apple. ‘Pick up that wash and get on out of here, so I can get this mess cleaned up’ (Morrison, 1970: 109).

Meanwhile, Mrs. Breedlove treats her employer’s daughter gently. This makes Pecola’s feeling worst. She sees how her mother has a different way in treating her and the other White child. It makes Pecola feel unwanted and she blames herself for her being black. What Mrs. Breedlove does is one of the effects of racism. Mrs. Breedlove is being racist to her own race. She treats the white girl nicely but not the black girl, who is her own daughter.

From the data above, it can be inferred that the parents often use bad words to insult their children. They will directly blame and belittle their children when the children make mistakes. It indicates that African American parents have too high expectation to their children. They expect that their children will not make

any mistake that put their parents in trouble. This may be because of the lack of knowledge especially about steps of children development. In some cases in the novel rejecting children by committing verbal abuse is usually accompanied with physical abuse. It indicates that children often suffer from many kinds of abuse in a time.

b. Ignoring

Ignoring means the failure to express affection to a child by ignoring the child's attempts to interact and the child's needs (Goldman, 2003:19). It happens when parents cannot physically or emotionally show their love and attention to the children. In *The Bluest Eye* the case of ignoring appears in some parts of the story. Below is the datum that describes how adults communicate with children in the society.

Adults do not talk to us—they give us directions. They issue orders without providing information. When we trip and fall down they glance at us; if we cut or bruise ourselves, they ask us are we crazy. When we catch colds, they shake their heads in disgust at our lack of consideration. How, they ask us, do you expect anybody to get anything done if you all are sick? We cannot answer them. Our illness is treated with contempt, foul Black Draught, and castor oil that blunts our minds (Morrison, 1970: 10).

The datum above shows Claudia's perception about how adults treat children in the society. She says that adults do not talk to them but give them direction or command without providing information. In other words, in the society children are only regarded as objects who can be managed by the adults. Unfortunately, the instruction does not contain information that increases their knowledge. When the children unintentionally make mistakes, such as falling, cutting

themselves, getting sick, instead of correcting or helping them, adults will belittle them by abusing them verbally and blaming them. Claudia's perception shows that adults cannot show their attention and love to the children. As a child, Claudia feels that she is ignored.

Adults' failure in loving and caring about children also happens in Geraldine's family.

Geraldine did not allow her baby, Junior, to cry. As long as his needs were physical, she could meet them--comfort and satiety. He was always brushed, bathed, oiled, and shod. Geraldine did not talk to him, coo to him, or indulge him in kissing bouts, but she saw that every other desire was fulfilled (Morrison, 1970: 86).

The datum shows that Geraldine only tries to fulfill Junior's physical needs. She just thinks about Junior's appearance and food. However, she cannot show her love emotionally. She does not talk to him, never kisses him, and never plays with him and even she is cold to her own child. This can happen because Geraldine's perception about love is only about physical matters. That is why she thinks that her duty as a mother is only fulfilling Junior's physical needs. However, Geraldine can show her affection to her cat. Junior realizes that her mother shows the cares to the cat, but she does not do that to him. It grows his hatred to the animal. The hatred can be the expression of jealousy to the cat.

It was not long before the child discovered the difference in his mother's behavior to himself and the cat. As he grew older, he learned how to direct his hatred of his mother to the cat, and spent some happy moments watching it suffer. The cat survived, because Geraldine was seldom away from home, and could effectively soothe the animal when Junior abused him (Morrison, 1970: 86).

Junior's attitude to the cat shows that ignorance potentially causes destructive behavior to children. Junior expresses his jealousy in a wrong way by abusing the cat.

From the data above, the act of ignoring children is mostly caused by parents' wrong perception about the children. In Claudia's family the act of ignoring the child happens because the adults always want the child to obey what they want. Adults want to show their power to the children by giving them instruction rather than love. In Junior's family adults also have a wrong perception about their child. Geraldine thinks that what is mostly needed by Junior is physical treatment rather than love. Those wrong perceptions make the parents fail to express their love to the children.

C. The Causes of Child Abuse in *The Bluest Eye*

Like other social phenomena, child abuse happens because of some causes. According to Goldman (2003: 27) the four causes that influence child abuse are parents, family, child, and environment. All of those causes are found in *The Bluest Eye*. As it is mentioned in the previous chapter, after The Great Depression the social economic condition of people, especially African American, was unstable. The African Americans were trapped in some social problems such as racism, poverty, and lack of knowledge. Those social problems influenced individual psychology and family by increasing stress of every individual and affecting their behavior toward others including their family. That was why there were high rates of divorces, single parents, and many kinds of abuse. Below are

the findings and discussion about the factors that influence child abuse in *The Bluest Eye*.

2. Parents

Parents have a big role in causing child abuse. It usually relates to parents' condition. There are five aspects of parents' condition that can lead them to do child abuse: psychological condition, background, behavior, age, and substance (Goldman, 2003: 27). However, in *The Bluest Eye* only three of them are found. Those are psychological condition, background, and behavior.

a. Psychological Condition

Psychological condition has a significant influence to adult's parenting method. Parents who have psychological disorders are more abusive than normal parents. It was mentioned in the previous chapter that the personal characteristics of parents that are frequently identified to influence child maltreatment are low self-esteem, an external locus of control (belief that events are determined by chance or outside forces beyond one's personal control), poor impulse control, depression, anxiety, and antisocial behavior (Goldman 2003: 27).

In *The Bluest Eye*, some factors of certain psychological condition can be found in the Breedloves. Pauline Breedlove, who is Pecola's mother, is identified to have a mental disorder that influences her attitude toward her family especially her children.

Pauline is a victim of domestic violence; she is often physically, psychologically, and sexually abused by her husband, Cholly,. As the head of the

household, Cholly cannot do his duty to provide the financial needs of the family. Moreover, he also fails to provide psychological need, such as love and attention. His weaknesses make quarrel and fight unable to be avoided in the family. However, in every fight Pauline always becomes the victim. "If Cholly had stopped drinking, she would never have forgiven Jesus. She needed Cholly's sins desperately. The lower he sank, the wilder and more irresponsible he became, the more splendid she and her task became" (Morrison, 1970: 42). From the quotation above, it can be identified that Pauline believes that God has chosen her to suffer from Cholly's bad behavior. Since she is psychologically stressed, Pauline cannot repair the condition of her family. She lets Cholly to be impulsive and violent. Those, of course, make the situation of the house worse to their children. The impulsive and violent father, the fight in the house and a stressed mother make the children have no one to be expected to protect them and save their life.

Pauline's problem comes not only from her husband but also from the society and herself. She should face her deformed foot that made her treated differently by her family, in the past. At present she should face the racist society that cannot accept her physical condition of being ugly and black. As an immigrant, she feels lonely and isolated since she finds that women in her new society are unfriendly. She also faces poverty. Those stressful problems make her run from the reality. Her defeat in facing the situation makes her create a new world in her imagination. Her addiction to movies helps her develop her imagination. From the movie she comes to believe that love is related to physical

matters: beauty and possession, rather than care and attention. Finally, she releases her imagination in her employer's house. She regards that her real life is in her employer's house. When she works as a servant in the house, in her imagination, she regards that she arranges her own house, and cooks in her own kitchen. When her employer gives her money for shopping, she thinks that it is her own money. Even she may regard that her employer's daughter is hers. Her psychological condition influences the way she treats her own children. However, in reality, her house is not as good as her employer's, her husband is a drunkard, her children are not as beautiful as her employer's. The contradictory situations make her become stress and unhappy. Then, she releases her emotion to her children. Below is a quotation about how it happens.

Pauline kept this order, this beauty, for herself, a private world, and never introduced it into her storefront, or to her children. Then she bent toward respectability, and in so doing taught them fear: fear of being clumsy, fear of being like their father, fear of not being loved by God, fear of madness like Cholly's mother's. Into her son she beat a loud desire to run away, and into her daughter she beat a fear of growing up, fear of other people, fear of life. All the meaningfulness of her life was in her work (Morrison, 1970: 128).

Incited by her own imagination, Pauline neglects the relationship in her family. Since she believes that love is only about physical matters and possession and she cannot find it in her children, family, and house, it is difficult for her to love her children in proper ways. The datum above indicates that Pauline just keeps the beauty of her imaginative world for herself. It means that there is no space, in her imagination, for her children. In other words, she has no thought to pay attention especially to her children's psychological needs. She finds that her life is

meaningful in her employer's house, but in her house she finds that it is meaningless. Instead of supporting her children with positive thoughts of optimism, she teaches them to be afraid in facing the world.

Cholly Breedlove has problems with his emotion and behavior. Cholly is aggressive and violent, and he cannot control his anger and desire. Below is the quotation that tells Cholly's action as the result of his poor impulse control. "... that old Dog Breedlove had burned up his house, gone upside his wife's head, and everybody, as the result is outdoors" (Morrison, 1970: 17). The datum tells that Cholly has burned up his house. It is an extreme reaction of someone in releasing his anger. Many people destroy things when they are angry by throwing, smashing, or slumming, but burning house is too much. It indicates that Cholly has an extraordinarily destructive tendency.

The quotation below describes Cholly's actions related to his condition.

Dangerously free. Free to feel whatever he felt--fear, guilt, shame, love, grief, pity. Free to be tender or violent, to whistle or weep. Free to sleep in doorways or between the White sheets of a singing woman. Free to take a job, free to leave it. He could go to jail and not feel imprisoned, for he had already seen the furtiveness in the eyes of his jailer, free to say, "No, suh," and smile, for he had already killed three White men. Free to take a woman's insults, for his body had already conquered hers. Free even to knock her in the head, for he had already cradled that head in his arms. Free to be gentle when she was sick, or mop her floor, for she knew what and where his maleness was. He was free to drink himself into a silly helplessness, for he had already been a gandy dancer, done thirty days on a chain gang, and picked a woman's bullet out of the calf of his leg. He was free to live his fantasies, and free even to die, the how and the when of which held no interest for him. In those days, Cholly was truly free (Morrison, 1970: 159).

The quotation indicates that he cannot control his action. The most destructive actions are he has killed three white people and abused his wife. With that personality Cholly can be said as a dangerous man. It will be very risky for children to live with a father who has such a mental condition. The fact that he has raped his daughter is the evidence that he cannot control his desire.

What is described in the novel is in line with the reality that happened in the African American society around the 20th century. Although there are no direct data about psychological condition of parents, the hard social condition at that time also led parents to suffer from stress. The stressful social life influenced the psychological functioning of African American family members. Many of them could not control their emotion and released their stress to the other family members. Woman and children often became victims of the domestic violence in African American Family (Jean, 1998: par. 5).

Thus, it can be inferred that the psychological condition of parents has a significant influence in parenting process. In the Breedloves, the parents' psychological conditions are not well enough. It makes their children experience all the forms of abuse and the main abusers are their parents.

b. Background

Parents who become the victims of child abuse in their childhood will potentially abuse their children. Victims of abuse experience a poor parental role model and they may use the poor parental role model as a reference to treat their own children. In *The Bluest Eye* this factor happens to the parents of Breedlove family. Mr. and Mrs. Breedlove experienced abuse and neglect in their

childhood. “When Cholly was four days old, his mother wrapped him in two blankets and one newspaper and placed him on a junk heap by the railroad” (Morrison, 1970: 133). The datum above shows that Cholly was an unwanted baby; he was abandoned by her mother when he was born. His father left his mother before he was born. Fortunately, his aunt saved him and took care of him. However, he cannot escape from the facts that he has no ideal parents and family. His parents just left him irresponsibly. Below is a quotation when Cholly was told by his aunt about his parents.

‘How come you all didn’t named me Samson?’ Cholly’s voice was low. ‘What for? He wasn’t nowhere around when you was born. Your Mama didn’t name you nothing. The nine days wasn’t up before she throwed you on the junk heap. ... Ain’t no Samson never come to no good end’ (Morrison, 1970: 133).

The condition makes him not to have a model who shows him how to be a good parent. His aunt dies when he is still very young. It makes him lose love and attention from his family because he has no one but his aunt.

Below is the quotation that shows that Cholly has no idea about his relation to his children because he never watches and feels being raised by his parents.

But the aspect of married life that dumbfounded him and rendered him totally dysfunctional was the appearance of children. Having no idea of how to raise children, and having never watched any parent raise himself, he could not even comprehend what such a relationship should be (Morrison, 1970: 160).

The quotation shows why Cholly has a poor relationship with his children. He never shows his love and attention because he never experiences to be loved by

his parents. Those things happen because he has no model to be imitated as a good parent.

Mrs. Breedlove also experiences a similar thing with Cholly. Although she was raised by her parents, she felt to be indifferent in her family.

Slight as it was, this deformity explained for her many things that would have been otherwise incomprehensible: why she alone of all the children had no nickname; why there were no funny jokes and anecdotes about funny things she had done; why no one ever remarked on her food preferences--no saving of the wing or neck for her--no cooking of the peas in a separate pot without rice because she did not like rice; why nobody teased her; why she never felt at home anywhere, or that she belonged anyplace (Morrison, 1970: 110-111).

Based on the quotation, it can be seen that Pauline has experienced unpleasant childhood. She felt ignored and alienated in her family. Her family was unable to accept her physical defect. She always felt alone among her nine brotherhoods and never got a nickname from the parents to show their affection. The nickname here means a special name to call someone to show affection. "... why there were no funny jokes and anecdotes about funny things she had done" (Morrison, 1970: 110-111). The datum indicates that she does not get appreciation from her family either. She does not feel to be loved by her family. Thus, it is difficult for her to show her love to her children.

African Americans have been familiar with violence since the slavery era. They often used violence in solving their problems including in disciplining their children (Gershoff, 2011: par. 4). In other words, African American parents have the experience of being abused when they were children. The abusive behavior continues to the next generation. They use the same way to treat their children.

Parents' experience as children will influence their parenting knowledge. When they have negative experience as children, they will potentially treat their children in the same way. Parents may get much information about parental knowledge from books or other resources and their experience.

c. Behaviors

Parents' behaviors play an important role in their parenting styles. When parents' behaviors are bad, they may have negative parenting styles. Besides, their children may also imitate their parents' negative behaviors. It means that unintentionally parents deprave their children's behaviors. In the novel, this happens in the Breedloves.

Mr. Breedlove is often intoxicated in front of his children. He does not care about the fact that what he does has bad impacts on the children. "Even from where Pecola lay, she could smell Cholly's whiskey." (Morrison, 1970: 40). Having been drunk too much will affect children directly and indirectly. The direct effect of getting drunk is very often giving a negative example to the children. They may think that it is okay to get drunk like their father.

The quotation below shows how children try to imitate to drink alcohol.

"'Pecola,' I said. 'Her father's always drunk. She can get us some.' 'You think so?' 'Sure. Cholly's always drunk. Let's go ask her. We don't have to tell her what for.' 'Now?' 'Sure, now'" (Morrison, 1970: 101-102). The dialogue is between Claudia and Frieda. After Frieda experiences a sexual assault, Claudia and Frieda think that Frieda should do something to avoid her to be ruined. They come to the conclusion that alcohol can save Frieda from being ruined. They think so because

they see how adults around them are often drunk. In fact, alcohol can give serious effects for children's health, including alcohol poisoning, brain damage, and behavior disorder (US Department of Health and Human service, 2009: par 4).

Indirect effects of having drunk too much worsen family conflicts. For example, the conflict in the home mostly happens when Cholly comes home drunk. "An escapade of drunkenness, no matter how routine, had its own ceremonial close" (Morrison, 1970: 41). The ceremonial close that is mentioned in the datum is the fight between Cholly and Pauline. In other words, Cholly and Pauline always fight when Cholly comes home drunk. Being intoxicated makes someone lose his self control easily. He or she may get angry easily. "Cholly, by his habitual drunkenness and orneriness," (Morrison, 1970: 42). The quotation tells that Cholly gets angry and argues with people after he gets drunk. This next quotation also tells that Cholly often beats his wife. It proves the domestic violence in Breedlove family. "All he did was get drunk and beat her up" (Morrison, 1970: 198). Cholly's lack of anger control often makes him do destructive actions including domestic violence. Cholly often fights Pauline. Unfortunately, they do it in front of the children and they sometimes involve the children. Sammy sometimes joins the fight to support his mother by attacking his father. The condition gives impact to the children. Seeing the parents often fighting makes the children feel that they have no safe place in the house. It motivates Sammy to often run from the house. It also makes the children frustrated. Pecola always feels very depressed when her parents are fighting.

Another indirect effect of being drunk is worsening the family's financial condition. As a low-class family in the society, the Breedloves have difficult financial condition. When parents cannot manage their income properly, they will not escape from the economic problem. Cholly has spent much of his money to buy alcohol rather than fulfilling her family needs. It is why his children's needs are usually neglected.

The lack of parenting knowledge and skill also makes parents unable to raise their children properly. This becomes the reason why Cholly cannot interact properly with his children. He does not know how to express his love and attention to his children.

But the aspect of married life that dumbfounded him and rendered him totally dysfunctional was the appearance of children. Having no idea of how to raise children, and having never watched any parent raise himself, he could not even comprehend what such a relationship should be (Morrison, 1970: 160).

The incest that he does to Pecola shows that he cannot differentiate between how to express his love to her daughter and to her wife. He cannot control his desire to rape Pecola because he has no psychological bond to her.

3. Family

Family as the cause of child abuse means an abnormal condition of a family which potentially causes child abuse. This abnormality is in the forms of family structure, marital conflicts, stress, and parent– child interaction (Goldman, 2003: 27). However, in *The Bluest Eye* marital conflict and stress can be found.

a. Marital Conflict

Marital conflicts in this discussion mean conflicts that happen between parents in the family. The conflicts may be because of many factors, such as financial stress, social depression, or parents' behaviors. Marital conflicts will cause child abuse in three ways: children may witness parental violence, may become the victims of physical violence, or may be neglected by parents who focus on the relationship with their partner (Goldman, 2003: 29).

In *The Bluest Eye* one of the marital conflicts happens in the Breedloves.

Below is one of the examples of marital conflicts in the family.

Cholly and Mrs. Breedlove fought each other with a darkly brutal formalism that was paralleled only by their lovemaking. Tacitly they had agreed not to kill each other. He fought her the way a coward fights a man—with feet, the palms of his hands, and teeth. She, in turn, fought back in a purely feminine way—with frying pans and pokers, and occasionally a flat iron would sail toward his head. They did not talk, groan, or curse during these beatings. There was only the muted sound of falling things, and flesh on unsurprised flesh (Morrison, 1970: 43).

The datum above is a description of the fight between parents that happens in the Breedloves. Mr. and Mrs. Breedlove physically hurt each other. It is stated that their fight is seriously brutal. Mr. Breedlove uses his feet, hands, and teeth to fight his wife. He kicks, beats, and bites her. Mrs. Breedlove also uses hard utensils, such as pans, pokers, or a flat iron. Although they agree not to kill each other, what they do is seriously dangerous. It is not only dangerous for them but also dangerous for their children. Pecola and Sammy always become the

witnesses of their parents' fight and it psychologically hurts them. As a result, Sammy often runs away from home and sometimes joins the fight. Pecola, who is the weakest person in the family, does not have many choices. She only fights her frightened and depressed feeling by praying to God.

Another datum that shows the marital conflict that happens in the Breedloves is explained below.

Cholly poked fun at me, and we started fighting again. I tried to kill him. He didn't hit me too hard, 'cause I were pregnant I guess, but the fights, once they got started up again, kept up. He begin to make me madder than anything I knowed, and I couldn't keep my hands off him (Morrison, 1970: 123).

The datum tells that the fight in the Breedloves also happens when Pauline is pregnant. Although Cholly does not fight Pauline too hard, it is not good for Pauline's condition. A pregnant mother should avoid from any stressful condition, including fighting to keep her mental in stable condition. The stressful condition will give a bad impact to her fetus. A normal or high-risk [pregnancy during marriage problems](#) can place the life of a mother and child in jeopardy. Because of the adverse emotional impact of marital conflict, a pregnant woman is especially susceptible to miscarriages or fatal distress.

From the data the reader may get the picture of the Breedloves. Living in the house that is full of conflicts must be hard for the children. A house that should be a place to get safety cannot make them feel safe anymore. Conflicts between parents usually will cause psychological abuse. Although parents do not directly fight against the children, they will get the impacts of the fight. It will

make the children frustrated and depressed. Parents who have marital conflicts usually neglect their children because they are incited with their relationship with their couple.

The phenomenon of marital conflicts in *The Bluest Eye* reflects the condition of African American family in the early twentieth century. The statistic data explain that there were high divorce rates among African American family at that time (Jaynes and William, 1989: 511). The high rate of divorce indicates that there were many families who faced marital conflicts, which affected children's condition.

b. Stress

Familial stress has a contribution in worsening child abuse in a family. It is the condition of a family that faces some serious problems. Familial stress usually happens because there are many problems and conflicts faced by the family, such as losing a job, having physical illness, marital problems, or the death of a family member (Goldman, 2003:32).

In *The Bluest Eye* the Breedloves face many stressful problems. Below is the datum that shows Mrs. Breedlove's stress in her family. "Cholly commenced to getting meaner and meaner and wanted to fight me all of the time. I give him as good as I got. Had to. Look like working for that woman and fighting Cholly was all I did. Tiresome" (Morrison, 1970:119). The quotation tells that Pauline is distressed. There are two sources of stress mentioned in the data. The first is Pauline's conflict with her husband, Cholly. She says that her husband becomes more violent and fights her all the time. Moreover, he also asks her money for

buying some alcohol. The second is her duty to fulfill her family needs. She works as a servant in a white family's house. Her job and her conflict drain her energy physically and psychologically. It makes her unable to raise her children well. She cannot pay good attention to her children and become more temperamental in interacting with the children because she is psychologically tired.

Another quotation about familial stress in the Breedloves is seen below. "I loved them and all, I guess, but maybe it was having no money, or maybe it was Cholly, but they sure worried the life out of me. Sometimes I'd catch myself hollering at them and beating them, and I'd feel sorry for them, but I couldn't seem to stop" (Morrison, 1987: 125). From the quotation, another source of stress that makes Pauline often maltreat her children is found. It is bad economic condition. A family is expected to have adequate food, clothing, and shelter for all members; however, the lack of money often makes parents neglect their children's needs. It also makes the parents work and think hard to fulfill the family needs. This makes Pauline depressed more.

From the data above it is found that the Breedloves experience stresses in a time because of poverty and marital problems. Those stresses lead the parents to mistreat their children. Although they sometimes realize their mistakes, they cannot change their attitudes to the children.

The situation in the Breedloves portrays the family condition of African American family in the early twentieth century. There were high number of children who lived in poverty, divorce rates, and woman working outside of the

home in the early twentieth century (Jayne and William, 1989: 509). Those happened because of the social and economic condition at that time. The pressure that is faced by the family influences the member of the family especially parents who become the most responsible persons in the house. It will affect parents' psychological condition and the way they behave to the children.

4. Child

Children's certain conditions can cause parents more likely to abuse them. There are certain causes, however, which make children more potential to be maltreated. Children's disability, age, and child's behavioral problem usually become the reasons why parents abuse them (Goldman, 2003: 32). In *The Bluest Eye* there are two factors related to children that contribute in worsening child abuse case; those are disability and age.

a. Disability

Children who have physical, cognitive, and emotional disability or flaws usually become victims of abuse. Sometimes, their parents feel ashamed with their physical condition. In *The Bluest Eye* it happens to Pauline. Pauline is psychologically abused by her family because of her deformed foot. The datum below shows how Pauline's family ignores her because she is different.

Slight as it was, this deformity explained for her many things that would have been otherwise incomprehensible: why she alone of all the children had no nickname; why there were no funny jokes and anecdotes about funny things she had done; why no one ever remarked on her food preferences--no saving of the wing or neck for her--no cooking of the peas in a separate pot without rice because she did not like rice;

why nobody teased her; why she never felt at home anywhere, or that she belonged anyplace (Morrison, 1987: 120).

Although Pauline does not get physical maltreatment, she suffers from psychological abuse that is committed not only by her parents, but also by all of her family members. She feels ignored by her family because she is treated differently. She always feels alone because no one in her family wants to play with her. She is the only child who does not have a nickname because nobody loves her in her family. Even when she makes jokes nobody laughs. Those happen because she suffers from a physical defect. It makes her have low self esteem, so it is difficult for her to socialize in her new society. She also thinks that physical appearance is the most important aspect in someone's life and it leads her imagination to trap her in a delusion and, thus, she badly treats her daughter, who is ugly.

Besides Pauline, Pecola also gets unjust treatments from her family and society because of her physical condition. Unlike her mother, who is abused because of her physical defect, Pecola is abused because of her appearance.

Anyways, the baby come. Big old healthy thing. She looked different from what I thought. Reckon I talked to it so much before I conjured up a mind's eye view of it. So when I seed it, it wlike looking at a picture of your mama when she was a girl. You knows who she is but she don't look the same. ... I used to like to watch her. You know they makes them greedy sounds. Eyes all soft and wet. A cross between a puppy and a dying man. But I knowed she was ugly. Head full of pretty hair, but Lord she was ugly (Morrison, 1987: 125).

The datum above shows how Pauline is upset and disappointed when she knows her baby is ugly. Although Pauline raises Pecola as her daughter, there is no good

relationship between them. It can be seen from how Pauline treats Pecola when she makes mistakes, or from how Pauline reacts when she knows Pecola is raped by her husband. Although the story tells that Pauline sometimes feels guilty with her maltreatment to Pecola, she cannot stop abusing Pecola.

Physical defects are the most stressful cause of maltreatment to children. It is because they have no ability to change their condition.

The cause of children's disability is also found in African American society around twentieth century. Physically or mentally handicapped children can be targets of abuse by parents frustrated by the difficulties in coping with the handicaps (Jaynes and Williams, 1989: 410). In the novel, children become the victims of maltreatment because of their disability, such as having physical defect or being ugly.

b. Age

For certain abuses age has significant influences in raising the risk of maltreatment such as sexual abuse. According to Smith (2002: par.3) the older the child, the more he or she is at risk to experience sexual abuse. She adds statistic data that show that the highest percentage of sexual abuse victims is children in the age of more than 10 years old; it is up to 69%.

In *The Bluest Eye*, Frieda and Pecola, who become the victims of sexual abuse, are teenagers. "What could a burned out Black man say to the hunched back of his 11 year old daughter?" (Morrison, 1970: 161). The quotation tells about Pecola's age. One of the causes that make Cholly rape her daughter is she reminds him of his wife. It means that Pecola's appearance is similar to

Pauline's. A teenager's body is starting to grow to be an adult's. It influences the abuser to see her as an adult who can sexually fulfill his need. On the other hand, they have not enough power to protect themselves from the abuser. It makes them potential to be sexually assaulted. Frieda also has the same age as Pecola. In her case the abuser tries to touch her sexual organ that is breast. Frieda's body also grows and makes the abuser sexually attracted.

The history of children protection records that from 1856 to 1940 the majority of rape appeals involved child victims (Myers, 2008: 450). It indicates that related to their age, children are more potential to become the victims of sexual assaults. These phenomena are in line with the novel that portrays how little girls become the victims of sexual abuse.

5. Environment

This cause is related to the external condition of the family that is society. The condition of the society influences every individual in the society. Society influences how people interact with others, including their family and their way of thinking. That is why society has a role in influencing child abuse. Environmental factors that worsen child abuse in *The Bluest Eye* are poverty and social isolation.

a. Poverty

There is a strong association between poverty and child abuse. Parents who have financial problem will find difficulties to fulfill their children's needs. They cannot provide proper food, house, health service and education. The datum

below shows that having no money provokes a mother to holler and beat her children.

Well, I had that baby--a boy--and after that got pregnant again with another one. But it weren't like I thought it was gone be. I loved them and all, I guess, but maybe it was having no money, or maybe it was Cholly, but they sure worried the life out of me. Sometimes I'd catch myself hollering at them and beating them, and I'd feel sorry for them, but I couldn't seem to stop (Morrison, 1987: 125).

The quotation above shows Pauline's reasons why she often gets angry with her children. Actually, she loves her children; however, the situation around her makes her distressed and frustrated. The poverty makes her lose her self control, so it is difficult for her to stop abusing her children although she feels sorry to do that.

The condition of the Macteers is also similar. They live in a society with a bad economic condition. It can be identified from the condition of their house. "Our house is old, cold, and green. At night a kerosene lamp light one large room. The others are braced in darkness, peopled by roaches and mice" (Morrison, 1970: 10). Mr. Macteer's house represents his family's economic condition. It is mentioned that the house is old and cold; there is only a kerosene lamp to enlighten the whole house. It makes Mr. and Mrs. Macteers let their children take coal that is spilled in the road in the cold evening to get more money. The poverty also makes Mr. and Mrs. Macteers rent their room to a man who unpredictably abuses their daughter, Frieda.

In the novel most of African American characters belong to the low class. They have no prestigious jobs. The economic imbalance between Blacks and

Whites also appears from the datum below. “We walked down tree-lined streets of soft gray house leaning like tired ladies.... The streets changed; houses looked more sturdy, their paint was newer, porch posts straighter, yards deeper. Then came brick house back from the street...” (Morrison, 1970: 105). The quotation describes the difference between the conditions of the houses belonging to Blacks and Whites. Claudia tells that when she and her sister want to visit Pecola, who helps her mother in a house of a White, she sees a big difference between Blacks’ houses and Whites’. Blacks’ houses are described as gray houses that seem gloomy, and the houses lean like they want to collapse. However, the houses of the Whites look much better with new paint, sturdier, straighter porch posts, *etc.*

African American economic condition in the novel portrays their real condition in the early twentieth century. The statistic in 1939 showed that 87% Black families were estimated to be below the federal poverty threshold (William and Jayne 271). This condition has a significant influence in African American families. It increases familial stress and worsens the phenomenon of child abuse and neglect. Parents will have difficulties in fulfilling family needs. It can cause neglect, such as medical neglect, the failure to provide adequate clothing, and the failure to provide adequate shelter. Moreover, the poverty makes parents more focus on their jobs rather than on their children because they need to work hard to fulfill their needs. They may behave unwell to the children because they are depressed.

b. Social Isolation

As previously mentioned, social isolation can be defined as “the lack of social interactions, contacts, and relationships with family and friends, with neighbors on an individual level, and with "society at large" on a broader level” (Berg and Cassells, 1992: 243). This condition makes someone unable to get support from people around her/him especially when she/he needs help. This commonly happens in urban society. In the novel social isolation influences the Breedloves. Below is the description about social isolation that happens in the Breedloves’ neighborhood.

..... Everything changed. It was hard to get to know folks up here, and I missed my people. I weren't used to so much White folks. The ones I seed before was something hateful, but they didn't come around too much. I mean, we didn't have too much truck with them. Just now and then in the fields, or at the commissary. But they want all over us. Up north they was everywhere--next door, downstairs, all over the streets--and colored folks few and far between. Northern colored folk was different too. Dicty-like. No better than Whites for meanness. They could make you feel just as no-count, 'cept I didn't expect it from them. That was the lonesome time of my life. I 'member looking out them front windows just waiting for Cholly to come home at three o'clock. I didn't even have a cat to talk to (Morrison, 1970: 117).

The quotation above tells about Pauline’s feeling when facing new community after moving to the northern side of the United States. She feels that the new community cannot accept her because northern colored people have similar attitudes as white people in treating her. That is why Pauline has no friend to share her problem with in the new community. The individualism of people in Pauline’s new neighborhood also worsens domestic violence and child abuse in

her family because there are no neighbors who care about her and help her from violence that happens in the family. In fact, a good relationship among neighbors can usually reduce child abuse because the neighbors can help or report it to the police when they find child abuse case in their neighborhood.

Social isolation in the novel was seen in the American society in the early twentieth century. During the World War II the black migration to urban and northern areas increased. The economic opportunities in the northern areas that were much better than in the southern areas led urbanization in northern areas (Jaynes and Williams, 1989: 60). Since the migration increased, many Blacks from southern areas moved to the urban areas. It increased the population of the northern areas and led northern areas developed into big cities. Social isolation is often associated with city life. Resident of urban areas are more likely to be socially isolated than dwellers in rural areas (Machielse, 2006: 179). Since social isolation is more likely to happen in urban areas, black people possibly suffered from social isolation at that time.

D. The Impacts of Child Abuse

Child abuse can have impacts on the children. As it is mentioned previously, the impacts of child abuse are classified into two categories: physical and non-physical impacts. In *The Bluest Eye* all of those impacts can be found.

1. Physical Impacts

Physical impacts usually happen to victims of neglect, physical abuse, and sexual abuse. This impact is related to the children's health and physical condition after being abused or neglected. Some of the impacts are bruise, burnt, fracture, brain damage, certain illness.

In *The Bluest Eye* the data about health and physical effects that are found are the results of sexual and physical abuse that happen to Pecola. "So when the child regained consciousness, she was lying on the kitchen floor under a heavy quilt, trying to connect the pain between her legs with the face of her mother looming over her" (Morrison, 1970: 163). The quotation above tells about physical impacts that happen to Pecola after she is raped by her father. There are two physical impacts that occur to her; those are faint and pain. Both are symptoms of rape trauma syndrome. Immediately after a rape, survivors often experience shock: they are likely to feel cold, painful intercourse, faint. They may also become mentally confused (disoriented), tremble, feel nauseous and sometimes vomit (Gluck, 2012: par.3).

In the novel the painful intercourse is not described in detail. However, it identifies what an eleven-years-old girl feels after being raped. Her body condition is not ready yet to get an intercourse because she is still too young. Her genital organ is too tight to interact with adult's, and it can make more severe pain, for it will break the victim's hymen. Faint can happen when someone gets serious shock physically or psychologically. This is experienced by Pecola. Physically Pecola gets a terrible pain because her young body is forced to have a

sexual intercourse. Psychologically she feels afraid, shocked, and confused about what her father does to her.

Another physical impact of being raped that happens to Pecola is being pregnant. “Did you hear about the girl?’ ‘What Pregnant?’ ‘Yas. But guess who?’ ‘Who? I don’t know all these little boys.’ ‘That’s just it. Ain’t no little boy. They say it’s Cholly.’ ‘Cholly? Her Daddy?’ ‘Uh-huh’” (Morrison, 1970: 189). This datum tells that Pecola is pregnant because of her father. Being pregnant can be said as the worst effect for sexual abuse survivor because it makes their problem become more complicated. Moreover, for an under-age girl like Pecola, it is very dangerous for her physical health. A teenage mother does not have the capability to adequately nourish the fetus, or a high risk of giving birth to a low-weight or a premature baby, and this may result in numerous complications while the child is being delivered (Neary, 2011: par.2).

The victims of sexual abuse need support from the people around them especially from the family. Unfortunately, Pecola does not get support from others especially her mother. Instead of helping her daughter, Pauline blames and abuses Pecola until she loses her baby. “Well, it probably won’t live. They say the way her mama beat her she lucky to be alive herself.” (Morrison, 1970: 189). This quotation tells that Pecola’s baby dies or falls prematurely. This happens because her mother beats her. The quotation also tells that Pecola is lucky to be alive after beaten by her mother. It can be identified how severe her mother abuses her because it harms Pecola’s life.

The findings indicate that the situation experienced by Pecola represents the phenomena in the society. Scientifically, victims of rape mostly get serious injury and shock after being raped (Gluck, 2012: par 3). Rape Abuse Incest National Network estimates that there were 3,204 pregnancies as a result of rapes (Bialik, 2012: par 3). In the novel, Pecola experienced most of the impacts of being a victim of rapes. She feels shock, gets injury, and becomes pregnant.

2. Non-Physical Impacts

Usually, non-physical impacts do not appear clearly because there is no visible evidence in the victim's physical body. However, it has more dangerous impacts to the victims. It can cause traumas, psychological disorders, destructive behavior, and even death. Moreover, the non-physical impacts are usually long term impacts. It means that the impacts do not happen directly after the abuse. There are three categories of non-physical impacts. Those are intellectual and cognitive development, psychological, and behavioral impacts. In *The Bluest Eye* only two of them are found.

c. Psychological Impacts

As it was previously mentioned, psychological problems that are found among individuals who were maltreated as children include: low self-esteem, depression and anxiety, post-traumatic stress disorder, and insane (Goldman, 2003: 37). In *The Bluest Eye* those impacts mostly happen to Pecola, who gets multi-maltreatment.

Pecola Breedlove is indicated to have a low self esteem. She feels that she is worthless and has no certain quality to be loved. She believes people maltreat her because of her 'fault' and her appearance of being ugly. Between 6 and 11 years of age, children usually begin to actively compare themselves to their peers. Some children come to realize that their efforts are not as good as those of their peers and begin to feel inferior (Eccles, 1999: 30). Since Pecola is in that age, the phenomenon potentially happens to her. The most factor of her low self esteem is her appearance. She believes that she is ugly and it is the reason why she is abused by people around her. "Long hours she sat looking in the mirror, trying to discover the secret of the ugliness, the ugliness that made her ignored or despised at school, by teachers and classmates alike" (Morrison, 1970: 45). From the quotation it is found that society, that is represented by the teachers and classmates, ignores Pecola. It makes Pecola tries to find the reason of their bad attitudes toward her. However, she finds that the reason is related to her appearance. Her physical appearance is far from the standard of beauty which exists in her society who believes that beauty is related to fair skin, pointed nose, blue eyes, and yellow hair.

Children with inferiority usually blame themselves and are powerless in facing any violence toward them. A low self esteem can lead to be more serious psychological problems such as bad academic performance, depression, and risky behaviors (Aiger, 2011: par. 4). Pecola cannot do anything with her appearance. She cannot change her eyes into blue, her skin into fair, and her hair into yellow. It means that she cannot change people's attitudes toward her. The fact that she

cannot change her condition makes her depressed. Although the factors of the depression come from some ways, her performance becomes the main factor. It is showed by Pecola's wish to change the color of her eyes into blue.

Soaphead Church told her to come in. "What can I do for you, my child?" She stood there, her hands folded across her stomach, a little protruding pot of tummy. "Maybe. Maybe you can do it for me." "Do what for you?" "I can't go to school no more. And I thought maybe you could help me." "Help you how? Tell me. Don't be frightened." "My eyes." "What about your eyes?" "I want them blue" (Morrison, 1970: 173-174).

The quotation above tells that Pecola asks Soaphead Church to help her change her eyes into blue. It is an impossible request that indicates how depressed Pecola is.

Another factor that makes Pecola depressed is the domestic violence in her family.

Pecola still held her stomach muscles taut and conserved her breath. They all knew that Mrs. Breedlove could have, would have, and had, gotten coal from the shed, or that Sammy or Pecola could be directed to get it. But the unquarreled evening hung like the first note of a dirge in sullenly expectant air (Morrison, 1970: 43).

Pecola's depression is indicated by her physical responses as her reactions in fighting her fear and sorrow when she sees her parents fighting. It is said that Pecola's stomach is hurt and she gets difficulty to breathe. Those physical responses often happen to those who try to control their emotional stress. A continuing depression brings worst effects to someone. When they fail in fighting against their depression, they potentially get psychological disorders. In Pecola's case she builds hallucination that she has blue eyes and an imaginative friend.

... Let's talk about something else. What? What will we talk about? Why, your eyes. Oh, yes. My eyes. My blue eyes. Let me look again. See how pretty they are. They get prettier each time I look at them. They are the prettiest I've ever seen. Really? Oh, yes. Prettier than the sky? (Morrison, 1970: 50).

The datum above shows how Pecola talks to her imaginative friend. She regards that she has blue eyes as the expression of her hopelessness in facing people's maltreatment because of her ugly appearance.

What has happened to Pecola has also been experienced by those who become the victims of rape. Based on a research about the impacts of child abuse, it is found that 384 survivors of child abuse tended to be depressed and have low-self esteem (Loughin, 2001: par. 8). Unfortunately, it is reported that black women are more upset, have greater long-term effects and more negative life experience from sexual abuse than white women. Moreover, they are more likely to suffer from depression and anxiety (Stone, 2008).

d. Behavioral Impacts

The term behavioral impacts in this discussion mean the change of children's behavior to be abnormal and destructive. Shows of abnormal behaviors that often happen to victims of child abuses are attachment difficulties, eating disorders, poor peer relations, self-injurious behavior (Goldman, 2003: 37). In *The Bluest Eye*, there are three children who suffer from behavior disorders as the consequence of child abuse. They are Claudia, Sammy and Junior.

Claudia mostly suffers from psychological abuse, especially rejecting and ignoring. Her parents often abuse her verbally. "My mother's anger humiliates

me; her words chafe my cheeks, and I am crying” (Morrison, 1970: 11). Besides being abused directly by her parents, she is also indirectly abused by her society. People around her think that Whites are better than Blacks, so they use White’s standard to judge whether something is good or bad. It includes someone’s appearance. The most prominent is the standard of beauty. People believe that someone is beautiful because of their fair skin, fair hair, blue eyes, and pointed nose. Those qualities are only possessed by White people. In contrast, those who do not have those qualities will usually be rejected, ignored, and bullied. As a black child, that situation makes Claudia feel jealous with white children. Then, the jealousy changes to be hatred and even destructive behavior. “What I felt at that time was unsullied hatred. Before that I had felt a stranger, more frightening thing than hatred for all the Shirley Temples of the world” (Morrison, 1970: 19). The datum shows that Claudia hates Shirley Temple, who is an idolized white little actress at that time. People around Claudia idolize her. Claudia feels jealous because she will never have the qualities that make Shirley Temple idolized. Unfortunately, hatred can produce destructive behavior. Claudia becomes angry and she avoids anything related to Whites. She expresses her hatred through a Barbie doll that represents a white girl. She destroys the baby doll that is given to her as a Christmas gift.

I had only one desire: to dismember it. To see of what it was made, to discover the dearness, to find the beauty, the desirability that had escaped me, but apparently only me. Adults, older girls, shops, magazines, newspapers, window signs—all the world had agreed that a blue-eyed, yellow-haired, pink-skinned doll was what every girl child treasured (Morrison, 1970: 20).

The datum shows the reason why Claudia destroys her toy. It is because she wants to find why people adore the doll. She wants to know the qualities of the doll that she can have, so she can be adored and treated as well as the doll. Destroying a thing is one of the destructive behaviors that threaten a child's psychological development because when it cannot be handled it can cause violent and suicidal behavior (Gathright and Tyler, 2010: 7).

In another part of the novel, Claudia tells that after she destroys her toy, there is a willingness to attack white girls. "I destroyed White baby dolls. But the dismembering of dolls was not the true horror. The truly horrifying thing was the transference of the same impulses to little White girls. The indifference with which I could have axed them was shaken only by my desire to do so" (Morrison, 1970:23). The quotation tells that Claudia wants to axe white girls but she can control her desire not to do that. It can be identified that this destructive behavior can change from destroying a thing to hurting someone.

Another child who suffers from behavioral disorder is Sammy. Marital conflicts in his family often make him neglected and physically abused by his parents. The fights that often happen between his parents make his house uncomfortable. Sammy often runs from his house even for months. "Sammy cursed for a while, or left the house, or threw himself into the fray. He was known, by the time he was fourteen, to have run away from home no less than twenty-seven times. Once he got to Buffalo and stayed three months. His returns, whether by force or circumstance, were sullen" (Morrison, 1970: 43). The datum tells that Sammy often runs from his house. The tendency to run away from home

is one of the symptoms of behavioral disorder (Drapper, 2011: par.5). Children who often run away from home have high risks to have problems with their physical and psychological development. There are so many threats outside their house without any supervision from their parents. They will get health problem, poor education, and get involved to violence.

Besides running away from home, Sammy often joins his parents' fight. "Sammy, who had watched in silence their struggling at his bedside, suddenly began to hit his father about the head with both fists, shouting 'You naked fuck!' over and over and over." (Morrison, 1970: 44). The situation above happens when Mr. and Mrs. Breedlove fight in the morning. Sammy wakes up after hearing a loud noise in the house. After watching for a while, he decides to attack his father physically and verbally. There are some possible reasons why Sammy interferes the fight. It is because he dislikes his father, who often comes home drunk and hurts his mother.

Sammy's reaction towards the conflict is one of the behavioral disorders that usually happen to children who become the witnesses of domestic violence in their family. According to Adamson and Thompson (in Edelson and Beeman 2003: 19) children at homes in which violence occur are eight times more likely to verbally or physically intervene in parental conflicts compared children who live at homes in which no violence occurred. Sammy's attitudes are the result of parental conflicts that happen in his family.

Junior is another example of children who suffer from disorder behavior in *The Bluest Eye*. In Junior's case he does not get emotional needs from his

parents. Although Junior's physical needs are well fulfilled, his parents ignore him emotionally. His parents never show their love, and never talk, play, or kiss him. However, her mother can show her affection to the cat. It makes Junior feel jealous with it. Below is the evidence how Junior's jealousy directs him to hurt the cat. "As he grew older, he learns how to direct his hatred of his mother to the cat, spent some happy moments watching it suffer" (Morrison, 1970: 87). The quotation shows that watching the cat suffer gives happiness to Junior. Bullying animal is one of the symptoms of disorder behaviors called conduct disorder. It is usually characterized by aggressive and destructive activities that cause disruptions in child's natural environments, such as home, school, church, or the neighborhood (Leaver, 2002: par.1). Another destructive activity that happens to Junior is bullying other people. "More and more Junior enjoyed bullying girls. It was easy making them screams and run. How he laughed when they feel down and their bloomers showed. When they got up, their faces red and crinkled, it made him feel good" (Morrison, 1970: 87). The datum shows how Junior enjoys bullying girls and feels happy seeing his victims in fear. What happens to Junior can develop to a serious mental health problem that can disturb his psychological development.

The findings above show that the kinds of abuse that happen to children have significant impacts to their behaviors. If behavior problems are not taken care well, then the problem can escalate and cause the child to experience a dysfunctional personality when they grow up (Bose, 2000: par. 7). In other words, children with behavior problems may face the most severe behavior and

personality problems when they become adults. They can have antisocial problems or they can be involved in violence. It reflects the situation of the society that shows how children with behavioral disorder have mostly experienced abuse or family conflicts (Davies and Cumming, 1994: 387).

CHAPTER V

CONCLUSION

Based on findings and discussions of child abuse in African American society as seen in *The Bluest Eye* there are three main points as the conclusions.

1. The Forms of Child Abuse

The forms of child abuse in the novel are neglect, physical, sexual, and psychological abuse. The phenomena of child abuse are in line with the social situation. In *The Bluest Eye* neglect is found in the form of medical neglect, failure to provide adequate shelter, a lack of supervision, and abandonment. In the society it is found that African American children suffer from bad health condition, and potentially get injuries inside or outside the house. Those happen because of parents' lack of attention and supervision toward the children. Physical abuse appears in the forms of whipping, stinging, slapping, knocking down, and beating. In the society African American parents often commit physical punishments to their children that provoke physical abuse. In relation to sexual abuse, raping and touching children's genitals are the cases of sexual abuse found in the novel. In the society, there are many cases of children with gonorrhoea that indicate that the children become the victims of sexual abuse. In relation to psychological abuse, rejecting and ignoring are the forms of psychological abuse that are found in the novel.

2. The Causes of Child Abuse

Causes of child abuse come from parents, family, children themselves, and environment. The causes related to parents are psychological condition, background, and behaviors. In the novel parents who commit child abuse mostly suffer from psychological disorder. They also have historical background as victims of child abuse. It makes they have no good model of parents and good parenting knowledge. They have some bad behaviors, such as drinking alcohol and fighting in front of their children. The causes related to family are family conflict and stress. Family conflict that happens in the novel is marital conflict or conflict between parents. The marital conflict, bad economic condition, and hard duties to fulfill family need raise stress of members of the family. The causes related to children are their disability and age. In the novel it is found that physical defect and the lack of beauty become the factor of child abuse. Regarding the age, it is found that teenage children have high risks to become victims of sexual abuse. The causes related to environment are poverty and social isolation. In the novel it is found that bad economic condition and society who does not really care about others influence child abuse.

3. The Impacts of Child Abuse

There are two impacts of child abuse seen in the novel. The first is physical impact. The physical impact happens in the form of pain, faint, and pregnancy after sexual abuse. The second impact is non-physical impacts that consist of psychological and behavioral impacts. Psychological impact happens in

the forms of depression and insanity. Behavioral impact happens in the form of destructive behavior.

Based on the findings above it can be said that Toni Morrison's *The Bluest Eye* gives portrayal about how child abuse happens in African American society in the early twentieth century. Toni Morrison describes how adults interact and treat the children in the society. She concerns about African American children condition in the early twentieth century who often become the victim of child abuse. The conditions of African American society in the early twentieth century, such as poverty, social isolation, family problems allowed the phenomenon of child abuse.

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APPENDIX I

SUMMARY OF *THE BLUEST EYE*

The Bluest Eye is a novel that tells about African American family life around the early twentieth century. This novel protrudes about children's condition and position in the family. There are three families who become the representatives of African American family life in the novel: the Macteers, the Breedloves, and Geraldine's family.

The story is told from a child's point of view, Claudia. She tells how life around her goes on including adults and children interaction. Claudia Macteers is a daughter of an African American family. Her family condition is relatively stable. Her parents can fulfill children's physical need, but they sometimes abuse their children psychologically. Parents often ignore and verbally abuse the children.

Pecola Breedlove is one of Claudia's friends. She is the main character in this novel. She comes from a poor and broken family. She has a drunken father who has bad temper. Her mother cannot be relied on because she ignores her broken family and more focuses on her work as a servant in a house of a white family. Pecola's parents also often fight in front of her. Pecola and her brother, Sammy, are often abused directly and indirectly by their parents. The fight between parents that often happens makes Pecola and Sammy's psychology indirectly abused. Moreover, their parents sometimes beat them and in Pecola's case she is raped by

her father repeatedly. The distressful life that happens to Pecola makes her depressed and gets a serious psychological disorder, insanity.

Geraldine's family is another family who represents upper class African American families. However, this family is unable to treat their child, Junior, well. Although Junior's needs are fulfilled, his parents especially his mother never shows her love to him. Her mother seems concern more to her cat rather than with her child. It makes Junior has a serious behavioral disorder. He often bullies his friends and animals around him.

The child abuse that happens in the novel not only comes from the inside of the family but also comes from the in outside of the family. Cause from inside of the family is seen from the adults' treatment to the children in the family. Cause from the outside of the family is seen from the attitude of the people in the society who are influenced by racial discrimination often abuse African American children psychologically.

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