

The Portrayal of the Upper Class in Selected Works of Jane Austen

Jiřina Pokorn

Bachelor's thesis
2016



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur
akademický rok: 2015/2016

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: Jiřina Pokorná
Osobní číslo: H13525
Studijní program: B7310 Filologie
Studijní obor: Anglický jazyk pro manažerskou praxi
Forma studia: prezenční

Téma práce: Vyobrazení vyšší společnosti ve vybraných dílech Jane Austenové

Zásady pro vypracování:

Shromáždění odpovídajících odborných materiálů k tématu života vyšších společenských tříd v Anglii druhé poloviny 18. a začátku 19. století a autorce Jane Austenové
Nastudování vybraných románů Jane Austenové
Formulace cílů práce dle získaných informací z odborných sekundárních zdrojů
Analýza zvolených děl v kontextu s tématem
Vyvození a formulace závěrů práce

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Austen, Jane. *Northanger Abbey*. London: Collins Classics, 2005.

Austen, Jane. *Pride and Prejudice*. London: Collins Classics, 2007.

Austen, Jane. *Sense and Sensibility*. London: Collins Classics, 2010.

Mazzeno, Laurence W. *Jane Austen: Two Centuries of Criticism*. Rochester: Camden House, 2011.

Mitton, Geraldine E. *Jane Austen and Her Times*. Whitefish: Kessinger Publishing, 2004.

Paris, Bernard J. *Character and Conflict in Jane Austen's Novels: A Psychological Approach*. Detroit: Wayne State University Press, 1978.

Vedoucí bakalářské práce:

Mgr. Vladimíra Fonfárová

Ústav moderních jazyků a literatur

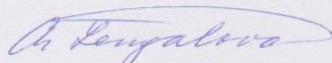
Datum zadání bakalářské práce:

13. listopadu 2015

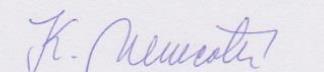
Termín odevzdání bakalářské práce:

6. května 2016

Ve Zlíně dne 16. prosince 2015


doc. Ing. Aněžka Lengálová, Ph.D.
děkanka




PhDr. Katarína Nemčoková, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně3.5.2016.....

.....

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) *Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.*

(3) *Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.*

2) *zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:*

(3) *Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacímu zařízení (školní dílo).*

3) *zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:*

(1) *Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.*

3). *Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.*

(2) *Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.*

(3) *Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.*

ABSTRAKT

Tato bakalářská práce se zaměřuje na vyobrazení vyšších společenských vrstev ve vybraných dílech Jane Austenové tj. *Pýcha a Předsudek*, *Northanger Abbey* a *Rozum a Cit*. Prostřednictvím této práce porovnávám chování a zásady vyšších vrstev na konci 18. a na začátku 19. století s vyššími vrstvami v dílech. Nejprve jsem se zaměřila na historické pozadí doby, ve které Jane Austen tvořila, ale také na postavení a styl psaní samotné autorky děl. Následně jsem se zaměřila na to, do jaké míry se toto vyobrazené chování odlišuje od historického pozadí. Přínosem této bakalářské práce může být zjištění, že chování vyšší společnosti ve vybraných dílech neodpovídá standardům té doby a proto Jane Austen toto chování kritizuje ve svých knihách.

Klíčová slova: Austen, vyšší třída, etiketa, morální kodex, ironie, vztahy, sociální postavení, předsudek, bohatství

ABSTRACT

This bachelor's thesis is focused on portrayal of the upper class in selected works of Jane Austen: *Pride and Prejudice*, *Northanger Abbey* and *Sense and Sensibility*. Throughout this work I compared behavior and customs of the upper class at the end of 18th century and at the beginning of 19th century with the upper class in works of Jane Austen. Firstly, I focused on the historical background of this period, in which Jane Austen wrote her books, but also I wrote about Jane Austen's status and the style of her writing. Mainly I focused on the fact how much this portrayed behavior differs from the historical background. This bachelor thesis is beneficial from the reason that the main finding could be that the behavior of the upper class in works does not match with the period of 19th century and therefore Jane Austen criticizes this behavior in her novels.

Keywords: Austen, the upper class, etiquette, moral code, irony, relationships, social status, prejudice, wealth

ACKNOWLEDGEMENTS

I would like to thank to my supervisor Mgr. Vladimíra Fonfárová Ph.D. for her patience, help, support and consultations because without her this work had never been worked out. I really appreciate this and I would like to express my honest thanks to her. I would like to thank to my family and my fiancé for their support and encouragement with which they stayed behind me and helped me in order to not be stressed but also I would like to express my thanks to my dog, which made days nicer during writing my Bachelor's thesis.

I hereby declare that the print version of my Bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

CONTENTS

INTRODUCTION	8
1 THE UPPER CLASS IN ENGLAND AT THE END OF 18TH AND THE BEGINNING OF 19TH CENTURY	10
1.1 Manners and Customs	11
1.2 Dress Code.....	12
1.3 Relationships	12
2 JANE AUSTEN.....	14
2.1 Jane Austen in the Context of 19th Century Literature	15
2.2 Jane Austen’s Social Status and Impact	15
2.3 Writing.....	16
3 SENSE AND SENSIBILITY	17
3.1 Irony and Ironic Portrayal of the Upper Class	17
3.2 Social Relationships among the Upper Class Family.....	19
4 PRIDE AND PREJUDICE	22
4.1 Social Classes and Manners at the end of 18th Century and at the beginning of 19th Century in comparison to <i>Pride and Prejudice</i>	22
4.2 The Upper Class Prejudice towards the Middle Class.....	23
4.3 Behavior of the Upper Class and Jane Austen’s Criticism.....	25
5 NORTHANGER ABBEY	30
5.1 Moral Code of Men in 19th Century	30
5.2 Men’s Moral Code in <i>Northanger Abbey</i>	31
5.3 The Upper Class, Upper Class Children and Their Attitudes towards Wealth in <i>Northanger Abbey</i>	33
CONCLUSION	37
BIBLIOGRAPHY	39

INTRODUCTION

In my bachelor's thesis I will analyze the portrayal of the upper class in selected works of Jane Austen. In the first subheading of my bachelor's thesis I will focus on the upper class in England at the end of 18th century and at the beginning of 19th century. It will contain their manners, customs, dress code and relationships because it is necessary for its comparison to the upper class in Jane Austen's works. In the second subheading I will cover Jane Austen's life in the context of 19th century, her social position in this era and it will also cover her style of writing so that we can better imagine what could appear in her novels. In the third subheading I will focus on the irony, which I see in novels. Mainly, what ironic I consider in the upper class acting because I would like to show you how some members of the upper class contradict themselves in Jane Austen's works. In the fourth subheading It will contain the criticism of the upper class, how the aristocracy behaved to the middle class because it should show the real behavior of the aristocracy towards the middle class members and in the end I will describe how the upper class children attitudes towards their wealth differ from the attitudes of their parents and how the men's moral code is portrayed in the books. This subheading will show how the necessity of wealth differed from each generation of the upper class and how men's moral code in books differed from the theory which I covered at the beginning of my bachelor's thesis.

Jane Austen and her novels and poems are known for more than two hundred years. Austen is likely most known for her works *Pride and Prejudice* or *Sense and Sensibility* but there are also other novels. She lived during the reign of George III., and for that reason she wrote about society which lived in this period. In this bachelor thesis I will focus on these two novels which I have already mentioned but also I will analyze *Northanger Abbey*. Jane Austen was used to living the rural life and therefore she found herself in an uneasy position when she moved to Bath in England where she tried to find the topic which she could write about. The urban life did not suit her, therefore she returned home where she found out that her father died and let the family financially insecure.¹

Jane Austen started to write in order to the family gained some money and could pay their debts. Her novels were not so popular because of portrayal of the urban society and when Victorian era started, her novels were considered as unpopular ones, too, because

¹ See Jane Austen, *Northanger Abbey* (London: Collins Classic, 2010), 5.

people wanted to read not only about relatively comfortable life of upper echelons of Georgian society but they also wanted to know something about uneasy life of the middle class and the lower middle class.² In Jane Austen's novels reader can find out that people are divided into ranks there and that each rank has the specific etiquette which they should follow.

Even if she is not a romantic writer, Jane Austen is described as the 'sentimental novelist' because her main themes were about defining human feelings and emotions,³ which was new for readers of Georgian era. At that time each class had different priorities. The middle or lower middle class was used to earning money for a living and raising children, but the upper class were not so concerned with these tasks and therefore Austen mostly focused on the upper class in her works so she portrayed what priorities the upper class had and how the upper class spent its time during this period. She wanted to compare the life of the middle society with the upper class life, which should follow rules of formality, etiquette etc. It means if the portrayal of the upper class in books suits to the historical background of this period such as following the etiquette and having the proper behavior which at that time was expected from the upper class or if their behavior somehow differed from the historical background of 18th and 19th century and in which parts of the book we can see these differences.

² See Jane Austen, *Northanger Abbey*, 6.

³ *Ibid*, 7.

1 THE UPPER CLASS IN ENGLAND AT THE END OF 18TH AND THE BEGINNING OF 19TH CENTURY

According to Bishop Butler, at the end of 18th century and at the beginning of 19th century in England, men believed that their position in society is given by the God. They thought that the God distributed them into these ranks of importance and placed poorer ones under the patronage of the richer ones. Wealthy men who owned land with the estate and had education could belong into the upper class, these who owned the estate and had lower education could belong into the middle class and these men who had only a cottage and had skills for working could belong to the lower-working class. According to this fact, women of the middle and lower class could want to marry to wealthy men who should have ensured them a title rather than they marry to middle or lower class men.⁴

There was a small number of wealthy people at the end of 18th century. Nevertheless these people were the richest ones in Western Europe.⁵ Wealth of the upper class at that time meant income and owned land but wealth included also investing in stocks or to join trade market. According to this fact, men of the upper class more often entered into the politics or the clergy than in comparison to middle class men, who were for instance: merchants, shopkeepers or attorneys.⁶ Two movements could influence people who belonged to the upper society at the beginning of 19th century. The first movement was romanticism (1800-1850). This movement rejects thoughts about the supremacy and the absolute belief in the God.⁷ Upper class people, who lived in this period of the beginning of 19th century, could rather think about rights to be under the poor ones than celebrate the God, who gave to them the supremacy. The second movement was realism. Even if it started in the second half of 19th century, realism partly appeared in literature and art at the beginning of 19th century. Realism was the answer on romantic art, which at the beginning of 19th century mainly depicted lives of wealthy people.

As it was said before, romanticism, which intervened into this era of the end of 18th century and the beginning of 19th century, had a continuously visible change in

⁴ See Kirstin Olsen, *Daily Life in 18th Century England* (London: Greenwood Press, 1999), 19.

⁵ See Susie L. Steinbach, *Understanding the Victorians Politics Culture and Society in Nineteenth-Century Britain* (New York: Routledge, 2012), 128-131.

⁶ See Kirstin Olsen, *Daily Life in 18th Century England*, 15.

⁷ See Colin Jager, *The Book of God: Secularisation and Design in the Romantic Era* (Philadelphia: University of Pennsylvania Press, 2007), 18.

religion, which was at that time manifested in the architecture, in fashion, in morality and in the literature, whose aim was to divide roles of genders.⁸ Therefore the upper class women could take as the inevitable part of their life to be a part of the royal family and become the part of royal court as a maid of honor. Women of the upper class were supposed to be at home, to raise children with help of governesses and to be the representative part of the upper class couple. Meanwhile upper class men had the right to vote, they did not visibly take care of children, men were supposed to take care of their investments and heritage which ensured their positions on royal court. In romanticism the upper class had honorifics such as: ‘Madam’, ‘Sir’, ‘Duke’, ‘Lady’, on the other hand, ‘Mr.’ and ‘Mrs.’ which were used at the end of 18th century were considered to be the lowest titles. The upper class ruled the world through the economy which was the strongest one in Western Europe at that time.⁹

1.1 Manners and Customs

The upper class was supposed to learn how to behave in public and how to present themselves. They often hired the best teachers from England to teach them how to behave. The upper class should follow strict rules and limitations of behavior from old upper class generations. The first from principles of manners and customs stand on behavior pillars. For the upper class was crucial to accept visitors and return social visits to them even if it happened that social statuses of visitors were mixed.¹⁰ Firstly, these manners and customs played role in every occasion when people met each other. They should know which topic is appropriate during the conversation and which words and the tone of voice they should use. However, the behavior was not the only thing, which they were taught. They were also taught how to sing, how embroider or how to dance.

Secondly, instructions, which they were taught, were how to behave at balls. Men should not be allowed to let any woman in the room alone. They should be there when women needed. Women were supposed to have somebody with them and they were not allowed to dance with men when they were not introduced. During the dance women’s

⁸ Nicholas Dixon. “From Georgian to Victorian,” Accessed December 22, 2015, <http://www.historytoday.com/nicholas-dixon/georgian-victorian>.

⁹ See Susie L. Steinbach, *Understanding the Victorians Politics Culture and Society in Nineteenth-Century Britain*, 128-131.

movements should have been light and easy so women could make a good impression on men. This impression could ensure them that they will marry into wealthy family. Therefore, the teacher, who taught women how to behave or how to dance, should have been the best one.

1.2 Dress Code

In 19th century the dress code was different than at the end of 18th century. In 18th century it was typical for women to wear petticoats with embroidered gold ornaments. Dresses were made from blue or gold satin with ornaments and hair were high and extravagant. For hair styles was typical to use silver, gold flowers and use them for creation of ornaments.

Men clothes were made from the same materials; it has similar ornaments, etc. They [men] wore colorful coats and waistcoats, black color men wore only on funerals. Men's wardrobe included satin, silk, fine cotton in every color especially silver and gold and other scarce materials.¹¹ At the beginning of 19th century it changed. Even if the trousers had still long tails but it was cut higher in front. Men wore black waistcoats and coats which fit their body. Trousers started to be fashionable and they replaced knee breeches. In addition, men still wore top hat but it was slightly cut to be smaller. Men wore moustaches and beards.

On the other hand, women started to wear tighter bodices and skirts were shaped into bell. They still wore corsets. Women wore many petticoats under dresses they were made from horsehair or feather. Hats were worn outside and "hairstyles had become smooth with a central parting finished with ringlets on either side of the face and a small bun at the back or simply swept back from the face to a chignon."¹²

1.3 Relationships

Gender and class relationships differentiated. Genders differed, especially in question of the behaviour and politics. Men had better skills in keeping their wealth and taking care of business, in comparison to women who almost never looked into business issues.

¹⁰ Kathryn Sutherland, "Jane Austen and Social Judgement." Accessed December 22, 2015, <http://www.bl.uk/romantics-and-victorians/articles/jane-austen-and-social-judgement>.

¹¹ See Geraldine E. Mitton, *Jane Austen and Her Times, 1775 – 1817* (Whitefish: Kessinger Publishing, 2004), 101.

¹² Victorian and Albert Museum, "Introduction to 19th-Century Fashion." Accessed December 22, 2015, <http://www.vam.ac.uk/content/articles/i/introduction-to-19th-century-fashion/>.

Nevertheless, it did not mean that they did not get on well. There were occasions where women and men could share their beliefs and thoughts. These events were mainly balls, which were popular at that time. The upper class was in contact there and they could speak not about politics but about social issues such as a number of couples at the ball and etc.

On the other hand, in comparison to men, women had skills in question of the housekeeping and also education. Women were considered to be mentally and physically weaker but they prepared the next generations on dealing with the way of life, how to take care of their properties and what to do for their education.¹³

Relationships between the upper and the middle class were different in question of wealth and behaviour. The upper class could wear the latest fashion, they could afford to ride in a carriage or they could organize and join hunts. However, there is the attribute which is set down to the upper class. It is way in which the upper class behaved to the middle or the working class. The middle class could not have a desire to own this luxury but it is just the class, which the upper class saw as the subordinate one. It is class on which the upper class looked as the less important because they did not own what the upper class owned. Therefore, according to Butler, the aristocracy was supposed to be distracted and careless.¹⁴ The middle class cared about the relationships such as relationships with neighbors. Even if it could be relationship with someone from the upper class. Yet, what was unacceptable and unexpected, from side of the middle class, was the marriage between these two classes. Only just for the reason of wealth and different behaviour.

¹³ Kathryn Hughes, "Gender Roles in the 19th Century." Accessed December 22, 2015, <http://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>.

¹⁴ See Kirstin Olsen, *Daily Life in 18th Century England*, 19.

2 JANE AUSTEN

Jane Austen was born of the middle class in Steventon in the United Kingdom in 1775 to the family of clergymen and died in 1817 in Winchester. Clergymen were always supposed to be servants who belonged to lower class but in Austen's time matters had changed. It depended on income and education. Even if her father was a clergyman and his income was modest, he had an Oxford education and his living obtained by patronage of Church of England.¹⁵ Therefore he could give his children a good education and little wealth.

Jane Austen wrote novels: *Northanger Abbey*, *Pride and Prejudice*, *Sense and Sensibility*, *Emma*, *Mansfield Park*, *Persuasion*. In these novels, she portrays lives of aristocracy, lives of the middle class and their relationships. The relationships are depicted through stories. She also wrote poems, in which she portrays her thoughts and shows her elegant style of writing there. She shows there the fundamental impact and influence of British Romanticism. The early works but also the latest are basically straightforward in terms of marriage, intricately wrote but they are not ambiguous in terms of morality nor emotion.¹⁶ Mainly, Jane Austen discarded herself from loyalty to write about reason; Jane Austen became explorer of uncharted parts of selfhood and relatedness. She wrote from her early life so we could also bear in mind her attitudes on the new century but also ideas and perspectives, which she could place into novels.¹⁷ Therefore her writings could be realistic but also critical. In addition, the western literature represents a series of stages in development of the sense of reality.¹⁸ It means that authors of the western literature placed emphasis on what is realistically characterized and seriously morally concerned rather than what is result of our imagination.

On the other hand, Jane Austen loved reading of novels and it could be the reason why she started to write novels, too. Nevertheless, books which Austen wrote were only for her purpose to read them to her siblings, she took them like something to be ashamed of and waste of time, she wrote because for her it had some purpose to do so.¹⁹

¹⁵ See Jocelyn C. Cass, *In Defence of George Austen* (London: Hambledon Press, 1994), 55.

¹⁶ See William Deresiewicz, *Jane Austen and the Romantic Poets* (New York: Columbia University Press, 2004), 1.

¹⁷ *Ibid*, 3.

¹⁸ See Bernard J. Paris, *Character and Conflict in Jane Austen's Novels: A Psychological Approach* (Detroit: Wayne State University Press, 1978), 14.

¹⁹ See Geraldine E. Mitton, *Jane Austen and Her Times, 1775 – 1817*, 33.

2.1 Jane Austen in the Context of 19th Century Literature

Before Jane Austen was born, books, which were at first considered by English society in 18th century as low cost, which means that they were not considered as good quality writings, started to gain a high rank after this period faded [18th century].²⁰ Rejection of these books could be caused by the change of attitude of society towards the reading, which could change in 19th century. Jane Austen's writings also were not popular in 19th century among readers of this period because of the portrayal, in which are women usually supposed to have lack of importance and not to have the sense of humour. Human nature was taken as ridiculous by the English society of 19th century.²¹ On the other hand, critics praised her works due to her points of view on social affairs, which appeared at this period. And because her early works were intellectual and they consisted of its self-literal function, which means that works made sense from the beginning to the end and could consider itself as autonomous verbal structures.²²

2.2 Jane Austen's Social Status and Impact

Novels of Jane Austen are full of characters of the middle class. It means the middle class in which she belonged herself. However, in writings she analyses also lives of duchesses and lords who are part of the upper class.²³ According to this fact, we can see that even if she was from the middle class, Jane Austen was able to characterize social statuses of people who were on a higher level than she was.

Jane Austen was observer. She liked going out and analyzing people around her. It could help her to portray society in her novels realistically. The period of Georgian society was the era, in which Jane Austen created her novels. This [period] could have effect on her literary style. It means the effect on writing which she created by herself and her feeling in which she wrote it. Nevertheless, she had difficult style of writing. We can see it in the usage of simple direct English and usage also of Johnsonian style, which means heavy-weighted sentences.

²⁰ See Geraldine E. Mitton, *Jane Austen and Her Times, 1775 – 1817*, 36.

²¹ *Ibid.*, 1.

²² See Ian Littlewood, *Jane Austen: Critical Assessment* (Mountfield: Helm Information, 1998), 243.

²³ See Geraldine E. Mitton, *Jane Austen and Her Times, 1775 – 1817*, 38.

2.3 Writing

Austen's novels could be characterized as the active realistic participation of characters rather than portrayal of the nature which is typical for romanticism. We could see only the depiction of nature in combination with characters by using of natural adjectives, which means that for the appearance of characters are used words which are not associated with people but with nature such as warmth, father's blossom etc. This could help to current readers to imagine what protagonists looked like but also it can show their characteristics. Although Austen's novels are fictitious and setting is in 18th and 19th century,²⁴ current readers of Jane Austen might meet with some of these stories every day in their lives because novels are fresh in way how Jane Austen was able to portray every situation. Situations which also include Jane Austen's experiences.

Jane focused on subject matters: Firstly, heroes or heroines, their main point is to see the reality of society, in which they lived but also the specific social group in which they belonged to, the upper class, the middle class or the lower class. Secondly, the sense of humour, we can meet with it in every book she wrote. The usage of humour could be visible in passages for instance: where one character is insulted by another one and later the humiliated one returns the insult back to person, who insult him, but with humour. In books are used words for softening rude words which Jane could use. It is possible to see it when Elizabeth Bennet spoke with Mr. Darcy at the ball. Finally, the sense of selection of words, which Jane Austen used in novels. Characters do not use redundant expressions.²⁵ In other words, Jane Austen wrote comic materialized stories, which means that current reader could realistically imagine how people solve problems, how they fall in love etc. This is connected with usage of appropriate communication such as informal or formal language, usage of punctuations or the tone of voice.

²⁴ See Geraldine E. Mitton, *Jane Austen and Her Times, 1775 – 1817*, 2.

²⁵ Ibid, 34.

3 SENSE AND SENSIBILITY

Main characters of Jane Austen's *Sense and Sensibility* (1811) are women of Dashwood family: Elinor Dashwood is the oldest sister, Marianne and Margaret Dashwood and their mother, Mrs. Dashwood. After death of Mr. Henry Dashwood, husband of Mrs. Dashwood, the house as a heritage belongs to Henry's only son, Mr. John Dashwood. John is expected to give a large amount of money to his sisters and mother, so they could maintain their living standard. However, John's wife, Fanny, has a different opinion and she persuades him to give them only fifty pounds per year. Firstly, women live as visitors in their house and when Elinor meets Edward Ferrars [brother of Fanny] who arrives to residence, they fall in love.

Later Mrs. Dashwood and her daughters must move and they become the tenants of Barton cottage, owned by Sir John Middleton, their distant relative. Sir Middleton is son-in-law of Mrs. Jennings. Mrs. Jennings's hobbies are mainly gossips. In the Barton Cottage appears a friend of Sir Middleton, Colonel Brandon. He falls in love with Marianne. Nevertheless, she loves John Willoughby who saved her when she slipped on the grass near Barton. Even if Willoughby loves her [Marianne], he marries to somebody with money. Marianne is sick and at the end of this story Colonel Brandon and Marianne marry. The same happens to Elinor. Even if she found out that Edward was four years engaged to Lucy Steel, who appears in the middle of the book as a friend of Palmers, who are relatives of Mrs. Jennings. Elinor marries to Edward and Lucy marries to brother of Edward, Robert at the end of the story.

3.1 Irony and Ironical Portrayal of the Upper Class

According to Abrams the irony is classified as a trope. The irony can be verbal, stable, unstable but also structural irony. The structural irony means that into work are placed structural features, which meaning we have to read between lines to know what is going on. It give us sustain and duplex meaning of the statement.²⁶ In this part I will focus on the structural irony, which can be seen in *Sense and Sensibility*.

In this subheading I will analyze how the upper class and structural irony is connected in Jane Austen's *Sense and Sensibility*. It shows how the upper class should behave in

²⁶ See Meyer H. Abrams, *A Glossary of Literary Terms* (Boston: Wadsworth Publishing, 1999), 136.

some cases and how they actually behaved. And how their behavior can be understood like the structural irony.

John Dashwood is the only son of Henry Dashwood who passed away at the beginning of the book. John should fulfill a wish of his father. It means to give part of his heritage to his step sisters and to take care of them. It could be clear that John does that, but, on the other hand, there is a lot of money to give to sisters and a mother “a thousand pounds apiece.”²⁷ Firstly, John himself considered that he gives to his relatives together three thousand a year. Afterwards his wife Fanny comes up with an idea to give them only five hundred a year but in the end he decided to give his step-mother and sisters a hundred a year with words that he could not imagine that sisters and mother spends a half of it.²⁸ In this example, John Dashwood lied to himself that he will be generous if he gives to his stepsisters and the stepmother only the hundred. This can show the structural irony because he made a promise to his father and afterwards he completely changes his mind because of money and his wife opinion. He knows that his step-mother and sisters will have nothing but John does not admit to himself that he was unfair and in the end he joins the wedding of Marianne with clean conscious that he did right thing because Marianne marries to a rich man Colonel Brandon.

John’s wife Fanny Dashwood is also ironic character in this book. It is because of her behaviour to the family she married to. Fanny likes money and thanks to how John got rid of his family through heritage, the house of sisters Dashwood is given to her. Fanny does not like Dashwood family, especially Elinor who falls in love with Edward [Fanny’s brother]. According to Fanny “we have never been disposed to think her amiable, and I am very much mistaken if Edward were to wish to marry a woman who had not either a great fortune or high rank”²⁹ and that John gave them only a hundred a year only strengthen her opinions that they are poor family. Firstly, irony of Fanny is, as I said before, in her behavior to her family she married to. It is visible that she likes John but one could suppose that she could also bear in mind John’s family. However, it is not true, thanks to this marriage Fanny became rich and everybody who stands in her way and has no money must disappear.

²⁷ Jane Austen, *Sense and Sensibility* (London: Collins Classics, 2010), 4.

²⁸ Ibid, 5-12.

²⁹ Ibid, 21.

Secondly, we can see irony in Fanny's behavior to Lucy Steel. They became friends even if Fanny knows that Lucy has no fortune. This act is ironic because Dashwood family has no fortune, too, and she does not like them. Yet, in the middle of the book, Fanny finds out that Lucy is engaged to Edward and therefore Fanny sends Lucy out from her house. However, at the end of the book, Lucy marries to Robert [Fanny's younger brother] and suddenly as if Fanny's behaviour changed. Lucy who has no money marries somebody from Ferrars family.³⁰

Another character is Edward Ferrars. What I see ironic on this character is that even if he is from the upper class the wealth is not important for him. He shows this by falling in love with Elinor or by engagement to Lucy Steel. Character of Edward could seem to be the most ironic one because of his feelings to two women. Edward is engaged to Lucy and he knows that he must marry her. On the other hand, there is Elinor who he loves. What is ironic is the situation, in which he appeared. He loved one woman a long time ago and he thought that he could love her now, but suddenly another one appeared there. Woman, who he loves more than Lucy. This structural irony can show to reader that before Elinor, Edward has not already considered that he will meet another woman and therefore he was ashamed in the middle of the book because suddenly he had two women in one time.

3.2 Social Relationships among the Upper Class Family

Relationships among the upper class were not always idyllic in the book. In *Sense and Sensibility* there are cases where it appears. I have already mentioned that relationships differ from the class to the class. It could be caused by diverse social conditions. Among the upper class society, it may be caused by differences between the owned fortune, manners and family members.

In *Sense and Sensibility*, social relationships differ in each family. Especially, what role social relationships play during solving family problems. From the prospect of relationships, it is mostly visible in relationship between Fanny and John Dashwoods. This couple could seem happy but each of them is different. We can see it in passage where they solve the Henry Dashwood's heritage. On the one side is the woman for whom could mean materialistic side more than love of the husband and on the other side, there is the man who

³⁰ See Jane Austen, *Sense and Sensibility*, 226.

tries to fairly divide money of his father but he does not always follow his common sense and finally he agrees with his wife. Fanny gave us the example in part of heritage where she says to John “to take three thousand pounds from the fortune of their dear little boy would be impoverishing him to the most dreadful degree, how could he rob his child.”³¹ Her priorities are money instead of John’s family. She manipulates him through their child who thanks to heritage could have a lot of money. This, what she said, persuades him that everything is all right; therefore, he says “I believe you are perfectly right. My father certainly could mean nothing more by his request to me than what you say.”³² This is reaction on Fanny’s answer which she gave to him on question how much he should give to his sisters and step-mother. For this reason Dashwood couple might seem not to understand each other because of the decision of only one member and that is the woman. In 19th century mostly men’s decisions were followed.

In comparison to Dashwoods, there is another couple in the book, which behaves differently. It is not married couple but Mrs. Jennings and Mr. Middleton. Mother-in-law and son-in-law, for whom in the book, are used parts full of intrusive humour, which their relatives sisters and Mrs. Dashwood do not like. Mrs. Jennings often uses innuendos towards Dashwood family. It means that she has inappropriate hints, mainly when she wants to know gossips, what is happening in neighborhood or what new is in Dashwood family. And there is Mr. Middleton, who completes her curiosity. Often aim is Colonel Brandon who is a bachelor and suddenly he falls in love with Marianne. Mrs. Jennings and Mr. Middleton never let him go until they know which feelings are between Colonel and Marianne.

The last couple to be analyzed is Mrs. Palmer, daughter of Mrs. Jennings, who has the same temperament like her mother. Her curiosity and temperament do not match too much together with the temperament of her husband Mr. Palmer. For example when he reads the newspaper and Mrs. Palmer asks him what is new. His reaction on it is instead of the enthusiastic answer that there is a lot of news in the world only that there is nothing new.³³ This statement shows the phlegmatic character of Mr. Palmer and the difference between the couple. There is another scene where could be visible different behavior of Mr. Palmer.

³¹ Jane Austen, *Sense and Sensibility*, 8.

³² *Ibid*, 12.

³³ *Ibid*, 103.

“Oh my love, said Mrs. Palmer, you must help me to persuade Miss Dashwoods to go to town this winter.”³⁴ “Her love made no answer, after slightly bowing, began complaining of the weather, which is today.”³⁵ It was when Mrs. Palmer wanted to persuade sisters Dashwood to go to Cleveland with them. She wanted to her husband had also a word in the persuasion of Dashwood but he did not care about what is happening around him. From this scene, it almost seems that he does not listen to his wife and rather he does what he wants such as reading the newspapers, talking about weather. Maybe he also thinks that it is only his wife’s concern if Miss Dashwoods go or not to Cleveland.

In the book, couples had different opinions when they had to solve something. It could be because of different points of view on problems, which they had to solve or different temperaments of family members. We can see from examples which I gave that those were mainly men. John solved problems differently than his wife Fanny and Mr. Palmer almost never answered properly the question to his wife. But, these differences between men and women could be caused by manners. Men and women manners differ because they have not the same attitudes and behavior and because of this fact there could be often visible disagreement between them.

³⁴ Jane Austen, *Sense and Sensibility*, 106-107.

³⁵ *Ibid*, 107.

4 PRIDE AND PREJUDICE

Jane Austen's *Pride and Prejudice* takes place in Longbourn where a Bennet family lives. Main character of this story is the second daughter of Bennets Elizabeth Bennet. Lizzy has four sisters. Their mother wants her daughters Jane, Elizabeth, Lydia, Kitty and Mary to marry. In Netherfield Park is a ball. Jane meets Mr. Bingley and they fall in love. There are his [Bingley] sister Caroline and a friend Mr. Darcy. Lizzy and Mr. Darcy hate each other at the beginning of the story because Mr. Darcy thinks about Lizzy that she has not got appropriate behavior and Lizzy hates Mr. Darcy because of his rude words in language which he uses when he speaks with her.

In the middle of the book, Mr. Wickham appears in Netherfield. He plays a role of a poor relative of Mr. Darcy and he tells to Lizzy a story which is actually Mr. Darcy's story. She thinks about Mr. Darcy only the worst things. To Longbourn arrives Mr. Collins who has to marry in order to get a house in Kent. He wants Jane but Mrs. Bennet persuades him to marry to Lizzy. Nevertheless, Lizzy does not want to and he marries to her [Lizzy] friend Charlotte Lucas.

Bingley leaves Netherfield Park. Caroline let Jane send a letter in which she writes that she is looking forward to seeing her soon. Nobody knows that Caroline is in love with Mr. Darcy. Jane at the end sees through Caroline behavior and marries to Bingley. Lizzy meets in Rosings Park Lady Catherine de Bourgh Mr. Darcy's aunt and there Lizzy also finds out what Darcy did in order to Mr. Bingley did not marry Jane. At the end of the story he [Darcy] rectifies what he did and also ensures that Lizzy's sister Lydia marries to Wickham who marries to her for money. Mr. Darcy and Lizzy love each other and they marry, too.

4.1 Social Classes and Manners at the end of 18th Century and at the beginning of 19th Century in comparison to *Pride and Prejudice*

Class, at the end of 18th century and at the beginning of 19th century, directed the manners of people in this era. It determined how other classes would look up to one and how one could judge people around you. It was unexpected that you marry somebody who does not belong into your social rank.³⁶ Therefore it was not typical that the upper class marries to the middle class. The marriage between cousins could be more usual. They married

because of wealth because it could be the easiest way how to ensure the proper marriage and money income.³⁷

In Jane Austen's *Pride and Prejudice* could be seen that these manners of this period, are broken. The upper class Mr. Darcy marries to the middle class Lizzy Bennet even if the aristocratic aunt Lady Catherine de Bourgh does not agree with that. She disagrees with this fact that Mr. Darcy marries to Lizzy because she wants to Mr. Darcy marries Lady's daughter Anne de Bourgh who is Darcy's cousin and she also argues because the marriage between Mr. Darcy and Anne de Bourgh was planned a long time before coming of Elizabeth Bennet.

4.2 The Upper Class Prejudice towards the Middle Class

When we feel prejudice towards somebody, it means that we have never seen the reality as the truth. In this subheading, we could understand that the prejudice means that the lower class had less importance than the upper class society had in this period. However, When I come back to history of England, some aristocracy could appear there, which considered the middle class equal to the upper class. Therefore, the marriage could be possible among them. The same could be seen in Jane Austen's *Pride and Prejudice* where I gave the example of Mr. Darcy and Elizabeth Bennet. On the other hand, almost at the end of the book, I could analyze the prejudice, which shows us a Lady Catherine's scene. In the end this scene portrays the silliness of the upper class. Lady could not believe that it is natural and right for them to marry somebody in the lower position.

However, when I come back at the beginning of the story, the current reader can feel that Mr. Darcy has also the same attributes of selfishness and being above the middle class as Lady Catherine de Bourgh. At first, it is truth that Mr. Darcy feels the prejudice towards Bennet family. His prejudice appears at the moment of Bingley's second meeting with Jane Bennet at the ball. Darcy's prejudice is not about Jane's social class but about Jane's feelings, which Mr. Darcy considers that are not real. Mr. Darcy knows Bingley very well because they are good friends since their childhood and even if Mr. Darcy does not know Jane very well, he persuades Mr. Bingley that Jane has not the same feelings like Bingley.

³⁶ BBC, "Pride and Prejudice." Accessed January 20, 2016, http://www.bbc.co.uk/schools/gcsebitesize/english_literature/proseprideprej/.

³⁷ Emma Cook, "My Cousin, My Love." Accessed January 20, 2016, <http://www.theguardian.com/lifeandstyle/2008/may/24/familyandrelationships.health>.

Therefore, Mr. Darcy's persuasive opinion that there are "very strong objections against the lady"³⁸ could appeal to Bingley and it could lead to breaking Bingley's heart. In addition, Darcy's prejudice towards Bennet family does not include only Jane. He persuades himself; too, that Elizabeth has the same feelings as Jane has towards Mr. Bingley. It means that he likes Elizabeth but he thinks that she has not the same feelings towards him and Elizabeth's incivility and behaviour could be a good reason for that meaning. Nevertheless, in the middle of the book we can see that the prejudice changes after the argument between Elizabeth and Mr. Darcy, in which Elizabeth tells to Mr. Darcy "what would tempt me to accept the man who has been the means of ruining the happiness of a most beloved sister?"³⁹ Mr. Darcy's prejudice disappears because he finds out how much Jane is shy even to her sisters and this shyness caused why she behaved like that to Mr. Bingley. Mr. Darcy was mistaken because he thought that she is cold towards Mr. Bingley and he did not consider another option, which in this case is her shyness.

Next to Mr. Darcy's prejudice also stand Caroline Bingley's attitudes towards Bennet family. Caroline's prejudice stands on pillar of love which she feels to Mr. Darcy. She tries to convince Mr. Darcy through her hints that Elizabeth is not appropriate for him because she has too rural manners such as going on foot which causes that "her petticoat, six inches deep in mud"⁴⁰ and that Elizabeth and also her family has insufficient behavior therefore they do not fit into the upper society. However, in comparison to Mr. Darcy, the prejudice of this character does not stop to the end of the book. "Elizabeth in Pemberley receives a cold inquiry about her family from side of Miss Bingley."⁴¹ This example could be considered as an intentional effort and the jealousy to convince others about her bad manners even if Miss Bingley does not know anything about her.

The most powerful character is Lady Catherine de Bourgh. Her position, education, behaviour and the worldview gives her a feeling that every woman should have a good education, to marry before younger sisters and also they should follow etiquette. Yet, when Lady Catherine speaks with Elizabeth during the dinner she realizes that Elizabeth does not have a good education nor she thinks about marriage before younger sisters. First hint she gives when there is dinner in residence of Lady Catherine "she asked her at different times,

³⁸ Jane Austen, *Pride and Prejudice* (London: Collins Classics, 2010), 179.

³⁹ *Ibid*, 184.

⁴⁰ *Ibid*, 33.

how many sisters she had, if they are married, if they are handsome, if they have a good education or if they are older or younger”⁴² at least this could be less harm than the part which follows “Webb’s father has not so good an income as yours...No governess! Five daughters brought up at home without a governess!”⁴³ In this example, we can see that Lady Catherine’s prejudice leads mainly to Elizabeth education and etiquette than to Elizabeth’s social position. In addition, as I said before Lady Catherine considers that every woman should have a good behavior but we can see that Lady Catherine’s bad behavior when Elizabeth answers her questions such as “Are any of your younger sisters out, Miss Bennet?, All! – What, all five at once?”⁴⁴ does not fit to the behavior which Lady requires for Elizabeth. Lady Catherine should hide her astonishment; it was not polite in this situation to express it so surprisingly.

According to Lady Catherine’s prejudice where everything should be done at the same way and nobody has another choice, it leads to the next impolite gesture from her side. When she finds out that Mr. Darcy and Elizabeth loves each other, she tries to break this love in order to her daughter Anne could marry to her cousin Mr. Darcy. Lady Catherine goes to the house of Bennet and threatens Elizabeth by saying “honour, decorum, prudence, nay, interest, forbid it...my daughter and my nephew are formed for each other...they are descended, on the material side, from the same noble line.”⁴⁵ This prejudice shows that even if there are two loving people from different ranks, for somebody it could be problem from the materialistic side. Especially, when it includes family of Lady Catherine de Bourgh.

4.3 Behavior of the Upper Class and Jane Austen’s Criticism

This subheading shows the behavior of the upper class in comparison to the behavior of the upper class in Jane Austen’s *Pride and Prejudice*. Because the behavior could differ in some ways, here are examples of rules, which the upper class should follow. In order to be presentable, aristocracy should follow etiquette and have good manners. This consists of conversation rules, dancing movements, body language, eating habits, etc. Women were

⁴¹ Jane Austen, *Pride and Prejudice*, 258.

⁴² Ibid, 158.

⁴³ Ibid, 159.

⁴⁴ Ibid, 160.

⁴⁵ Ibid, 342-343.

supposed to use proper language which does not insult anybody. They should also use limited topics in conversation in order to they have something to talk about later. For example: weather, literature, arts, etc. As I said before women were not considered to dance when some gentleman did not come for them to dance. However, when there was a gentleman, women advantage was graceful movement and not too much talking. In the book when Mr. Darcy dances with Elizabeth, we can see that Elizabeth determines their conversation. For instance: “After a pause of some minutes, she addressed him a second time with: It is *your* turn to say something now, Mr. Darcy.”⁴⁶ then she also insults him with saying “He [Wickham] has been so unlucky to lose *your* friendship, replies with emphasis.”⁴⁷ Words in italics could show the indignation, in which she said these sentences. With using of these words, Elizabeth shows us that she breaks decorum; she does not behave how the upper society could expect. We could interpret it in two ways. Firstly, it is manifestation of her independent spirit and obstinacy and secondly, it could be taken as lack of ‘proper’ behavior.

On the other side, for men was typical modest, politeness and humility.⁴⁸ Men should talk to women about their beauty and their hobbies. Main topics could be playing piano, painting, sewing which ladies should learn in the childhood, etc. Men were also supposed to ask ladies for the dance if she wanted to. In *Pride and Prejudice*, we can see how Mr. Darcy behaved when Elizabeth told to Fitzwilliam that he did not dance even if there were many women in the hall. He told her “Perhaps, I should have judged better, had I sought an introduction, but I am ill qualified to recommend myself to strangers.”⁴⁹ Mr. Darcy’s response shows his acrimony when he speaks to Elizabeth. For gentlemen, It should not be typical to speak to women in this way. By this acrimony he shows us his stubbornness and that even if he would speak with women he has not got so many experience. Yet, he should say it to Elizabeth in more polite way. Next thing is that men should not talk about money with women, too. Men should have responsibility for their budget and also it should not be the topic for conversations. When women are concerned about money, they start to think about marriage or in case of mothers, they think about how to marry their daughters. In the book in the beginning, there is the conversation between Mr. Bennet and Mrs. Bennet “Is

⁴⁶ Jane Austen, *Pride and Prejudice*, 88.

⁴⁷ Ibid, 89.

⁴⁸ See Gerald Newman, *Britain in the Hanoverian Age 1714-1837* (London: Garland Publishing, 1997), 436.

he married or single?, said Mrs. Bennet; Oh, single my dear, a single man of large fortune, four or five thousand of year. and Mr. Bennet said, How can it affect our daughters?”⁵⁰ They are talking about Mr. Bingley, who arrives to Netherfield and from the conversation we could see the attitudes towards money from side of both. Women find out appropriate men, who ensure to women that they would not have a lack of money and men take care of it. Shortly, in this period the upper class should behave as it is expected from them. The good behavior should itself tell about the upper class that they are from the upper class. They should have good manners and to be polite to their surroundings because it is a basic pillar of etiquette.

In *Pride and Prejudice* could be seen criticism from side of people who were mainly in close contact with the upper class. In the book, criticism could be visible, especially, in parts when Elizabeth Bennet goes at the ball to Fullerton where she meets Mr. Darcy. He says that “you are dancing with the only handsome girl in the room, looking at the eldest Miss Bennet. She is tolerable but not handsome enough to tempt me.”⁵¹ This statement could Elizabeth humiliated even if she did not hear what he said. Instead of saying it to her eyes, he said this to his friend, who could draw conclusions about her appearance later. Criticism of Elizabeth Bennet towards Mr. Darcy could be connected with hatred, which is replaced by love and admiration later at the end of the book. Another fact, in which Elizabeth could criticize the behavior of Mr. Darcy, is that he speaks about her as if she had not good manners, he says “looked at her only to criticize...taking her hand was not unwilling to receive it...never allow yourself to be blinded by prejudice...with so little endeavor at civility...but is of small importance.”⁵² These statements could insult her, too, because he could not know from the beginning how she behaves or what manners she has.

On the other hand, her criticism could have only personal reasons. Elizabeth could criticize Mr. Darcy’s attitude to her because he was rude and did not try to speak with her well. Next reason could be that she became a victim of ‘faux pas’ when he refused her hand to dance together in Fullerton at the beginning of the story. This part can show her pride and her personality, which Mr. Darcy saw, therefore, he refused to dance with her. Last reasons can be that Mr. Darcy told her truth about Wickham. He said her, what

⁴⁹ Jane Austen, *Pride and Prejudice*, 169.

⁵⁰ Ibid, 2.

⁵¹ Ibid, 9-10.

Wickham did to Mr. Darcy's family that Wickham wanted to marry Darcy's sister only for money because of the reason that Wickham had no money himself. She could think that Darcy told a lie to her about Wickham because she is blinded by prejudice towards Darcy. This prejudice has roots in the past, for example: how he behaved to her in Fullerton or in Netherfield. Therefore she criticizes Darcy's rudeness towards Wickham. Afterwards, they meet in Rosings. There she finds out the truth about Mr. Bingley and Jane and what he did to separate them. In this moment, Mr. Darcy decides that he made a mistake and tries to be a better man. He does it because of Elizabeth's criticism towards him, he finds out that he made a mistake, he broke love and feelings, which Jane and Mr. Bingley felt to each other.

Another character who represents a bad behavior of the upper class is Lady Catherine de Bourgh. Her rank should symbolize good manners; nevertheless, Elizabeth is several times offended from side of Lady Catherine de Bourgh. "The younger ones out before the elder are married...generally speaking-stating the mistakes of three others...obstinate, headstrong girl!...unfeeling, selfish girl! Do you not consider that a connexion with you must disgrace him in the eyes of everybody?"⁵³ By this statement Lady Catherine wanted to say to Elizabeth that she is not appropriate for living in the upper class with them because according to Lady Catherine Lizzy has not got a good behavior because she had no governor and she is too independent but also Lizzy knew that Lady Catherine wants to marry her daughter to Mr. Darcy and therefore Lizzy should give in. This insult from side of Lady Catherine leads to Lizzy's try to defend herself. Lizzy could not have the privilege before her sisters. This does not make good relationships. Then Lizzy also criticizes the way in which Lady speaks about others and the way how she speaks with her. She insults them. Lizzy tells her that from the woman with the title 'Lady', it is kind of impoliteness.

Lastly, Jane Bennet's naivety towards behavior of the upper class, specifically towards Caroline's behavior, can be a good example how afterwards the naive hope that Jane and Caroline are friends changes into criticism of her [Caroline]. Jane Bennet does not appear as a critic there many times. She is given a hope to be a good friend of Miss Bingley but she starts to criticize when she receives a letter in which is written that Bingleys and Mr. Darcy leave Netherfield. She realizes that Miss Bingley loves Mr. Darcy and tries to separate Lizzy and Mr. Darcy. Jane criticizes Miss Bingley also for her insulting words,

⁵² Jane Austen, *Pride and Prejudice*, 21-179.

whose she uses as the offence towards Elizabeth and Jane. These are mainly about their appearance, the family and income. According to this behavior, we could be sure that this is reason why she cannot win the battle with Elizabeth.

Even if the middle class could have a smaller income and lower position than the upper class, they could have a better behavior and manners among people. We see, in the subheading, comparisons, which show that even if one has a title, it does not mean that one has a good behavior. In addition, the title should not give us the privilege to speak with others in a bad way. We can also see that income and position are powerful things, which the upper class used for achieving of its goals, for example: Lady Catherine de Bourgh and that maybe the upper class was not aware of insulting other ones, especially, when there was something, which unable the upper class's next acting, for instance: the marriage of the middle class instead of the member of the upper class.

⁵³ Jane Austen, *Pride and Prejudice*, 160-344.

5 NORTHANGER ABBEY

Northanger Abbey is the shortest novel written by Jane Austen, whose main character is Catherine Morland. She leaves her home with her relatives Mr. and Mrs. Allen. They go to Bath. In Bath Catherine meets Henry Tilney who is son of rich man General Tilney. Catherine falls in love with Henry. Nevertheless, In Bath Mrs. Allen has an acquaintance Mrs. Thorpe. Her children are Isabelle and John Thorpe. Isabelle falls in love with Catherine's brother James, who visited her family last year and now there is John Thorpe, who falls in love with Catherine. When Catherine meets Henry's sister Eleanor they immediately become friends and when John Thorpe tells to General Tilney that Catherine has a big fortune also General starts to like her. John Thorpe's effort to become a man of Catherine's heart failed when he receives a letter from his sister Isabelle where she writes about misunderstanding between Catherine and him.

Isabelle is engaged with James and meanwhile he goes for agreement to home and to buy a ring, Isabelle starts to date with Frederick Tilney the oldest son of General Tilney. Catherine leaves Bath with Tilney family and goes to Northanger Abbey. There she receives a letter from James that wedding is not going to happen and the letter from Isabelle that everything with Frederick was a fault. Catherine herself is after few days sent home because General finds out that she is not wealthy.

At the end Catherine and Henry have a wedding. Eleanor marries to her lover who gains a title so General could be satisfied with that. And James and Isabelle never see each other again.

5.1 Moral Code of Men in 19th Century

In this period, upper class men had a big influence and rights in family but also they had rights to attend meetings, where politics were discussed. Of course, It was necessary to upper class men had a good personal morality and the best uncorrupted behavior in these things like politics. At the end of 18th century England the rights to join the politics were given by ranks, which could have negative impact on corruption which appeared in politics.⁵⁴ This corruption could be caused by the choice of gentlemen who had partly the

⁵⁴ See Matthew McCormack, *The Independent Man: Citizenship and Gender Politics in Georgian England* (Manchester: Manchester University Press, 2005), 115.

same point of view on discussed issues and there were nobody who had more objective attitudes on discussed problems.

In this period upper class men got this right to join to politics by heritage, in comparison to beginning of 19th century where gentlemen were chosen by personal characters,⁵⁵ however, as I said before in the first paragraph, there was crucial to have uncorrupted character and therefore rights given only by heritage did not ensure the trustworthiness of what was spoken in courts, in politics etc. For this reason, it was important to have an objective view on things and this view could ensure the type of a personal character, which every man had.

At the beginning of 19th century there started to appear a word ‘manliness’, which describes the moral and physical appearance of every men. It means that every man had inner feeling to own something, which could be visible in every men reactions.⁵⁶ According to Lombard, men’s responsibility was not only to be a partner who shared life with the woman but he had the responsibility to save family resources such as money, food etc., too. In the economic point of view, men were supposed to be producers and women were spenders of what men produced.⁵⁷

For the reason that men’s morality stayed also on pillars of the family life. They took care of the economy and family budget. Men should have used these rights consciously in order to they did not ruin the family. Therefore, these rights, like taking care of money, could be reason why it was associated with rights to join to politics and why they had skills with using of money and thinking about right decisions in the economy.

5.2 Men’s Moral Code in *Northanger Abbey*

In *Northanger Abbey*, upper class men join the ball in order to speak about politics and to be among other men who share the same hobbies and interests. On the other hand, not only interests are visible in this novel. Current readers can see examples of behavior which was natural at that time for men from the upper class and the readers could also see what ‘manliness’ looks like because we could think about ‘manliness’ as it was the possession

⁵⁵ See Matthew McCormack, *The Independent Man: Citizenship and Gender Politics in Georgian England*, 115.

⁵⁶ See Anne S. Lombard, *Making Manhood: Growing Up Male in Colonial New England* (Cambridge: Harvard University Press, 2003), 107.

⁵⁷ *Ibid*, 107.

by men's body, however, at that time it meant the power of the social role of men in the society. It means that young men had much more potential to be overcome by their imagination, meanwhile older and more skillful men were considered to be their guides. They should help to unskilled ones to gain rational thinking and to get rid of their own weakness, which was caused by too much imagination in their minds.⁵⁸

One of these examples could be Frederick Tilney. He is not interested in economic issues, which we can see in parts of his enthusiasm when he stays in Bath with Miss Thorpe. However, what breaks his moral code completely is the fact that he has an affair with Isabelle, who is engaged. He does not mean it seriously with her "he has his vanities as well as Miss Thorpe".⁵⁹ His 'manliness' can be seen in part when he has to reach his goal and it is to have the affair with Isabelle.

In opposition there is his father, General Tilney, who strictly follows rules and is fond of politics and Mr. Allen whose interest is only politics, too. When general finds out that Catherine has no money, he arrives to the city in order to discuss issues related to his property. In Bath, he enables to Catherine to join them into Northanger abbey in order to show her how much he is rich. He also uses his children so that they take care of Catherine instead of him. However the moral code could be seen when General Tilney directly says to Catherine that she and his children are not supposed to be late for a dinner "pulled the bell with violence, ordered Dinner to be on the table *directly!*"⁶⁰ His personality could be also seen in his behavior when he forbids his children to marry somebody who they love in order to they gain money from the marriage and inappropriate marriage with someone poor could unable him to reach this goal. Lastly it can be also visible in way in which everything must be according to his commands.

Moral code of Henry is rather different than morality of his father and brother. At the beginning he is properly introduced to Catherine and Mrs. Allen by Mr. King "the master of ceremony."⁶¹ Then he talks to Catherine about topics like how long is she in Bath or does she enjoy the ball and at the end of the story he goes to her to apologize for behavior of his father. However, Henry shows us his manliness, in the passage when Catherine did not go with them for a walk and rather she went with Mr. Thorpe. He was disappointed

⁵⁸ See Anne S. Lombard, *Making Manhood: Growing Up Male in Colonial New England*, 108.

⁵⁹ Jane Austen, *Northanger Abbey* (London: Collins Classics, 2010), 199.

⁶⁰ *Ibid*, 149.

under the fact that she chose another man, who is more easy-going and younger than he is. Henry is insulted because he did not suppose that Catherine chose somebody in less social position, on the other hand, his social position gets a lesson from Catherine side because she is not obligated to go for a walk only with him. Fortunately, she tells him that it was misunderstanding and she promised them another walk. As I said before ‘manliness’ means the power of the social role of the man in the society and it appears in the next example from the book. The example can be the scene when Catherine came into the room of Tilney’s mother and Henry catches her there. Firstly, he is rude on her, then he disappears and finally he visits her because his father hurts her and he wants to apologize for him. In this scene appeared not only one example of ‘manliness’ but two of it. Firstly, it can be the passage where he is not kind on her. She should ask if she can enter the room because she is the guest and not the part of their family. The second example can be the reaction of Henry’s father. General found out that she has no fortune and therefore he sent her out from Northanger abbey. His social status does not consider being in contact with somebody who is in lower position than General is. In addition his trust was broken by this finding and he could feel that he was cheated from side of Catherine. It means that ‘manliness’ or the social power played a visible role in actions of men in the novel.

In other words, moral codes of men in *Northanger abbey* are slightly different than it was in 19th century England. General Tilney shows us that his attitude towards Catherine is not disinterested. As I said before, men should have uncorrupted mind but also they should be fair. This example shows that even if General Tilney had no imagination that Catherine has no money, he should not have get rid of her in this way he did. On the other hand, according to the men reactions and attitudes which in the book appear, there are things which men prefer and which must be strictly followed by women.

5.3 The Upper Class, Upper Class Children and Their Attitudes towards Wealth in *Northanger Abbey*

As I said before at the end of 18th century and at the beginning of 19th century, which is the period of Industrial revolution, merchants who belonged to the upper society had

⁶¹ Jane Austen, *Northanger Abbey*, 15.

larger income than the rest of society such as middle class shopkeepers. However, age, gender, region play also a role in way of how much those people earn for living.⁶² For this reason, people in the 19th century could be divided into different ranks not only because of their capital owning and social power but also for their personal features, which is for instance: age or gender.

According to the wealth, which each of people in the 19th century owned, they could, according to the wealth, afford education, which should ensure social status to people in the 19th century and to empower the positions of those people. The upper class children attend public schools, middle class attends grammar schools and working class attends elementary schools, this was ruled by Church and charity, which are bodies of educational system.⁶³ Children and future generations were supposed to follow Bible and rules and laws written in it in order to they know how the society is divided by their ownership.

Social status in *Northanger abbey* plays a role in way of marriage. When Catherine attends the ball in Bath, where she meets Henry Tilney, nobody knows that she has not got a big income. Henry is not bothered with it but his father General Tilney is. However, there is a misunderstanding General does not like her appearance and therefore there is a surprise when he told to her that she could join them on the next walk around Bath or go with them to Northanger abbey.⁶⁴ There he compares his fortune with Allen's wealth and after some time of being in Northanger abbey, she is sent away from Northanger Abbey without an explanation. At the end she is given the explanation that John Thorpe told to General that she is wealthy and therefore he tried to be a friend with Catherine.

Another character who is not so wealthy and therefore marries to somebody who has wealth is Isabella. Isabella met James a year ago when he arrived to Bath to Thorpe family. Then they engaged. However, she did not really fall in love with him. It can be seen in the scene when she is begging Catherine to ask Allens for some money because they are rich. When James is gone, Isabelle starts to flirt with Frederick Tilney in order to marry him and become a wealthy woman, nevertheless, after they have an affair everything is over. For Frederick are money crucial, for that reason, her social status and her behavior unable her

⁶² Peter, H. Lindert, "Unequal English Wealth since 1670. " Accessed January 23, 2016, http://www.jstor.org/stable/1833093?seq=1#page_scan_tab_contents, 1127.

⁶³ Jessica Shepherd, "Know Your Place." Accessed January 23, 2016. <http://www.theguardian.com/politics/2008/jan/29/education.schools>.

⁶⁴ See Jane Austen, *Northanger Abbey*, 82-223.

to marry to Frederick, too. Frederick is soldier and for soldiers is typical not to stay on one place a long time and also he is a son of General Tilney, who wants to his children marry to only people, who have some fortune, for that reason, there is no doubt that Frederick would not marry to Isabelle.

In comparison to Isabelle who searches for money and profitable marriage among the wealthy upper class, there is Eleanor who loves her friend but she cannot marry him, as he has no fortune. For her there is the disadvantage that she is daughter of General who married his wife only for money and therefore the marriage which would not bring money to Tilney's family is impossible. However, at the end of the book, she marries him because he made a fortune in world.

On the other hand, there are situations when social status and wealth do not play such a crucial role for society. Especially, when Allen family arrives to Bath and Mrs. Allen goes shopping with Catherine. The shopping could be occasion where women share their ideas and opinions such as what type of clothes to buy. "Dress was her [Mrs. Allen] passion."⁶⁵ Next reason why it does not play such a role is when Eleanor gives an apology to Catherine when she is sent out of Northanger abbey. "Tomorrow morning is fixed for your leaving us...What will your mother and father say!"⁶⁶ Here could be visible different opinions on situation that Catherine has little money. General, after he finds out the truth, must get rid of her. Eleanor must follow a command of her father but she also takes into consideration what Catherine's family will say on this rude handling from side of Tilney family.

Finally, there is the situation when Henry arrives to Catherine's home and asks her for apology, too. "The General had nothing to accuse her of,...She was guilty only of being less rich than he had supposed her to be."⁶⁷ This explanation, for what he is apologizing, tells to us that for General was a fortune the part of a person, John Thorpe wanted to make an advantage from being an acquaintance to General and lastly there are Henry and Eleanor for whom the fortune does not play a role. Instead of it they prefer the friendship even though they are from different positions.

As in *Northanger Abbey* as also in *Sense and Sensibility* and *Pride and Prejudice* we can see that there are the upper class characters for whom is not fortune important such as

⁶⁵ Jane Austen, *Northanger Abbey*, 10.

⁶⁶ Ibid, 204.

⁶⁷ Ibid, 223.

Colonel Brandon, Mr. Darcy, Henry Tilney, Miss Tilney, but there are also characters for whom the money represents necessary part of their life such as Fanny Dashwood, Lady Catherine, General Tilney, Frederick Tilney. There is also the question of behavior and social relationships, in which the author could show that these characters have bad behavior and social relationships because their only matter is money. Due to the fact that Jane Austen portrays some of her characters in this bad point of view, we could say that she criticizes their relationships towards wealth and she gives them into contrast with characters for whom the fortune does not play such a role. She shows the difference between these two sides and gives us examples in form of dialogs how the characters solve it and which attitude they have on it.

CONCLUSION

The contents of *Sense and Sensibility*, *Pride and Prejudice* and *Northanger Abbey* are proofs that the upper class did not follow rules and etiquette, which limited their behavior. It may be visible in usage of irony towards the middle class Dashwood family in *Sense and Sensibility*. Fanny Dashwood could be a good example of it. Then upper class social relationships between family members are the proof that relationships can also differ among the upper class and not only between different ranks as I gave the example in my bachelor thesis. I gave examples of Dashwood and Palmer couples. Relationships in both of these couples were not as good as it could be supposed that it will be between couples. I gave the example of communication between Palmers and also the example of Dashwood problem with the heritage. But even if they have money, there are still problems, which they should solve together and in these examples it was not shown.

In *Pride and Prejudice*, there was focus on the upper class attitudes towards the lower class and the attitudes of lower class focused on the behavior of the upper class. The upper class prejudice towards members, who have smaller income than the upper class, could show that it matches with statement that the upper class did not consider the middle class to be more important than the upper class is. It is because the middle class is not as wealthy as the aristocracy is but also because the middle class is lower to the upper class in terms of social position, which is written in the theory. The upper class was considered as careless because they did not take into consideration feelings of lower class and they only cared about their prestige and name. It could be associated with names of Lady Catherine de Bourgh and Caroline. It confirms also the criticism of them. The middle class members of Bennet family, especially, Lizzy and Jane criticized the upper class for their inappropriate using of words and a voice intonation. In the theory, there is written that the upper class should follow strict rules of behavior, which includes also talking with other people. On the other hand, there is an exception, Mr. Darcy's behavior and manners could show that even if at first he behaved like Lady Catherine, he was able to change his manners towards others, which means that when he found out that his manners are criticized by Lizzy Bennet he changed them, which was not visible in behavior of Lady Catherine. It shows how the upper class behaved when they were criticized by other people.

Finally, in *Northanger Abbey*, there was discussed the moral code of men. At that time the men's main task was to take care of the family budget. The other men responsibilities were to show their power and be presentable. In the book, there was the example of Tilney

family. General Tilney was mainly into politics, the other things did not bother him. The money gave him the prestigious name. On the other hand, Frederick and Henry were shown as characters who were not much into politics but they attended balls to show their manliness and therefore moral code of men should be for them the rule which they should follow. However, those two characters showed their stubbornness, which should not be a part of good moral code of men. Frederick followed Isabelle until she had the affair with him and Henry argued with Catherine due to the little mistakes she did. The last thing, which was discussed, was the role of social status among the society in *Northanger Abbey*. In theory, we could read that education gave the privilege to people. However, in the book is Catherine, who is brainy. She read many books and she also know how to behave on public but she belongs to the middle class. In comparison to the upper class, Frederick, who finds out the affairs with engaged women as a fun, therefore, he probably did not read any book in his life about good manners and he also does not know how to behave to others that it is not proper to play with someone's feelings. When we did not consider the behavior of General Tilney and Frederick Tilney for whom money are the main reason why they should meet people in the same position like they are, I gave the example of Henry and Eleanor Tilney and who are kind to the lower class even if they have no money. This shows the different attitudes to the fortune. General Tilney cannot imagine the world without money and that his children marry somebody without the fortune but in the case of Henry and Eleanor, we can see the difference. General's children, except Frederick, do not see any problem to be in touch with somebody who has no wealth. This claim also supports the Allen family behavior to Catherine, Allens help her how to be presentable and how to behave among the aristocracy and it does not bother them that she is the middle class girl.

From this prospective, It could be said that the upper class in Jane Austen's novels had different behavior and manners than we could read in historical books about the England behavior and manners in 19th century. They should follow strict rules and they should behave as the etiquette said them to each other but in books, it is visible that in some cases these rules are broken. Jane Austen shows in her books that the middle class was more educated, they had better behavior and they also know how to talk with others properly and by these facts she points out that even if the upper class is wealthy and they have a better social position than the middle class, it does not mean that it will guarantee them the proper behavior and manners.

BIBLIOGRAPHY

Abrams, Meyer H. *A Glossary of Literary Terms*, Boston: Wadsworth Publishing, 1999.

Austen, Jane. *Northanger Abbey*. London: Collins Classics, 2010.

Austen, Jane. *Pride and Prejudice*. London: Collins Classics, 2010.

Austen, Jane. *Sense and Sensibility*. London: Collins Classics, 2010.

Cass, Jocelyn C. *In Defence of George Austen*. London: Hambledon Press, 1994.

Cook, Emma. *My Cousin, My Love Report*, Accessed January 20, 2016.

<http://www.theguardian.com/lifeandstyle/2008/may/24/familyandrelationships.health>.

Deresiewicz, William. *Jane Austen and the Romantic Poets*. New York: Columbia University Press, 2004.

Dixon, Nicholas. Review of *From Georgian to Victorian*. *History Review*, Issue 68 (December, 2010). Accessed December 22, 2015.

<http://www.historytoday.com/nicholas-dixon/georgian-victorian>.

Hughes, Kathryn. "Gender Roles in the 19th Century." *British Library* (2015). Accessed December 22, 2015. <http://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>.

"Introduction to 19th-Century Fashion." *Victoria and Albert Museum*, Last Modified January 2015, Accessed December 22, 2015.

<http://www.vam.ac.uk/content/articles/i/introduction-to-19th-century-fashion/>.

Jager, Colin. *The Book of God: Secularisation and Design in the Romantic Era*, Philadelphia: University of Pennsylvania Press, 2007.

- Lindert, Peter H. "Unequal English Wealth since 1670." *Journal of Contemporary History*, Vol. 35, No. 2 (April, 2000): 307-318. Accessed January 23, 2016.
<http://links.jstor.org/sici?sici=0022-3808%28198612%2994%3A6%3C1127%3AUEWS1%3E2.0.CO%3B2-8>.
- Littlewood, Ian. *Jane Austen: Critical Assessment*. Mountfield: Helm Information, 1998.
- Lombard, Anne S. *Making Manhood: Growing Up Male in Colonial New England*. Cambridge: Harvard University Press, 2003.
- McCormack, Matthew. *The Independent Man: Citizenship and Gender Politics in Georgian England*. Manchester: Manchester University Press, 2005.
- Mitton, Geraldine E. *Jane Austen and Her Times*. Whitefish: Kessinger Publishing, 2004.
- Newman, Gerald. *Britain in the Hanoverian Age 1714-1837*, London: Garland Publishing, 1997.
- Olsen, Kirstin. *Daily Life in 18th Century England*. London: Greenwood Press, 1999.
- Paris, Bernard J. *Character and Conflict in Jane Austen's Novels: A Psychological Approach*. Detroit: Wayne State University Press, 1978.
- "Pride and Prejudice," *BBC*, Last Modified January 2014, Accessed January 20, 2016.
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/proseprideprej/.
- Shepherd, Jessica. *Know Your Place Report*, Accessed January 23, 2016.
<http://www.theguardian.com/politics/2008/jan/29/education.schools>.
- Steinbach, Susie L. *Understanding the Victorians Politics Culture and Society in Nineteenth-Century Britain*. New York: Routledge, 2012.

Sutherland, Kathryn. "Jane Austen and Social Judgement." *British Library* (2013).

Accessed December 22, 2015. <http://www.bl.uk/romantics-and-victorians/articles/jane-austens-social-realism-and-the-novel>.

.