Selected Aspects of British Society in the Harry Potter Novels

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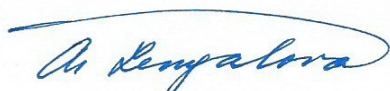**Ústav moderních jazyků a literatur**
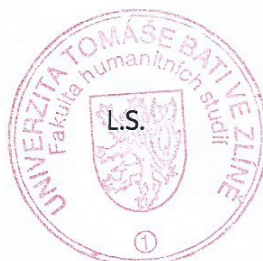Datum zadání bakalářské práce: **10. listopadu 2017**
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ABSTRAKT

Bakalářská práce pojednává o britském třídním systému a středním vzdělávání a analyzuje vyobrazení těchto aspektů v románech o Harry Potterovi od J. K. Rowlingové. Teoretická část se zaměřuje na třídní systém a jeho historii, identifikaci, rozdělení jednotlivých tříd a jak je třídní systém přítomen v současné Británii. Poté se práce zaměřuje na střední vzdělávání s důrazem na rozdělení na soukromý a státní sektor a tradice, které jsou s nimi spojené. Analytická část práce popisuje romány o Harry Potterovi, a zkoumá jejich vyobrazení třídního systém a středního vzdělávání.

Klíčová slova: Britský třídní systém, vyšší třída, střední třída, pracující třída, střední vzdělávání, soukromé školy, státní školy, Harry Potter, J. K. Rowling

ABSTRACT

The bachelor's thesis concerns British social class system and secondary education and analyzes the portrayal of these aspects in the Harry Potter novels by J.K. Rowling. Theoretical part focuses on the social class system and its history, identification, division of the particular classes, and how is the class system present in contemporary Britain. Afterwards, the thesis focuses on the secondary education with an emphasis on the division of private and state sectors and traditions connected with them. Analytical part describes Harry Potter novels and analyzes the portrayal of the social class system and secondary education in the books.

Keywords: British social class system, upper class, middle class, working class, secondary education, private schools, state schools, Harry Potter, J.K. Rowling

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CONTENTS

INTRODUCTION

"You fail to recognize that it matters not what someone is born, but what they grow to be!"[1] As Albus Dumbledore pointed out in his speech, the future of one is not necessarily based on an ascribed status. However, it may still have some impact. Harry Potter novels are generally classified as a literature for children since the main character of the book is eleven years old and the story revolves around magic. Therefore, it might seem that the novels do not convey any serious sociological information. Nevertheless, through detailed analysis can be found that novels are not just simple children's books but that they concern issues of social classes and education system typical for the United Kingdom. The social class system represents a quintessential aspect of life in Great Britain, and its division has developed during periods of the British history. Education and social class system are issues which are closely connected. The social class has an impact on education, meaning that the social class and education are elements which influence each other. Chan from the University College London found that children are more likely to have some professional job if their relatives belong to the higher class since they are able to pay for education or offer a network of social contacts.[2] Education also influences the social mobility because it is one of the elements of success.

The aim of the bachelor thesis is to describe the social class system, secondary private and state education in the United Kingdom and afterwards analyze the representation of the named aspects in Harry Potter novels.

The first part of the bachelor thesis concerns social class system in Great Britain. It focuses mainly on the division and characteristics of the upper class, the middle class and the working class and what role they play in nowadays British society. Furthermore, the thesis focuses on private and state secondary schools and traditional features which are associated with them.

The second part of the thesis introduces the reader to the Harry Potter world with a brief development of the story, the main themes, and classification of the novels in British literature. The introduction is followed by the analysis of the social class system and secondary public and state schools in Harry Potter novels.

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[1] J. K. Rowling, *Harry Potter and the Goblet of Fire* (New York: Scholastic, 2000), 708.
[2] See David Robson, "How important is social class today?" BBC, April 7, 2016, accessed April 28, 2018, http://www.bbc.com/future/story/20160406-how-much-does-social-class-matter-in-britain-today.

I. THEORY

1 BRITISH SOCIAL CLASS SYSTEM

Social class is a concept which is fundamental in sociology. At present, there is a vast diversity of social class models.[3] The intensity and structure vary depending on which country is observed from the sociological point of view. The class definition is not agreed by all sociologists. Some sociologists define it as status, prestige or power. For social survey purposes, class in Britain is usually defined by the occupation.[4]

As in other countries like India, where caste system still appears, Great Britain belongs to the countries which still maintain some sense of the social class system. The system has developed through the history of the country, and it is believed that it survived mainly due to its flexibility and social mobility. However, unlike already mentioned India, where it is forbidden to marry someone out of your class, British people can change their class status by various ways, but their options are very limited. For instance, people can change their social status by marrying someone from higher or lower class or simply by working their way up. By changing the social class status, children of those people who climbed up the social ladder can belong to a higher or lower social class. As a consequence of the country's social flexibility, the whole system remained in the country and had never been swept away.[5] Nowadays, British class system is generally divided into a three-part model – the upper class, the middle class and the working class. This model and its detailed description will be described in this chapter following its history, key identification features and the newest division of British social class system which was created in 2013.

1.1 History of the Social Class System

From a historical point of view, the class system in Britain has been divided into three classes – the upper, the middle and the working. Though the position at the system depended mainly on wealth, the ownership, aristocratic privileges and political power, it gradually started to change during periods of the British history.[6]

Social structure in Britain was greatly influenced for the first time by the Norman invasion in 1066. Power of the Normans was based upon new feudal nobility. As a result

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[3] Gordon Marshall, *Social Class in Modern Britain* (London: Routledge, 1988), 13.
[4] Michael Argyle, *The Psychology of Social Class* (London: Psychology Press, 1994), 3.
[5] James O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English* (Oxford: Oxford University Press, 1995), 48.
[6] John Oakland, *British Civilization: an Introduction* (London: Routledge, 2016), 229.

of the Norman Conquest, this new nobility was the first form of aristocracy. Ancient nobility was destructed as it was substituted by the new aristocracy.[7] Signs of the upper class could be also traced back to the 11th century. Clark studied the prevalence of some rare surnames throughout the British history. The Doomsday Book from 1086 provides surnames of wealthy landlords such as Darcy, Baskerville, Montgomery, Percy etc, who were often descendants of the Norman invaders. Further, Clark analyzed how often have these surnames appeared during the following centuries and found out that people of those surnames were often Oxford and Cambridge alumni, people with records of inheritance, and generally people of higher social status.[8] During the medieval times, the middle class started to be formed when in Britain appeared merchants, traders and skilled craftspeople. These occupations began to make inroads into the social class system and created a base for contemporary middle class, which is nowadays largely formed by traders and small proprietors. Another important historical event which changed the British class system was the Industrial Revolution. Not only it meant changes in technology and science, but it also had an impact on British society. Industrialization of the country led to the further fragmentation of the class system, as the working class enlarged and was separated into skilled and unskilled workers. During this period, the middle class was also fragmented into the lower, the middle and the upper parts. Only the upper class remained unchanged as it was still defined mainly by birth and inherited wealth and property.[9] The first attempts to form a system which would provide information about person's social class dates to the early nineteenth century. It was mainly due to identifying the differences between the middle and the working class since it started to be the main object of interest. In this case, the upper class was not concerned, because nature and position of this specific class were clear and unchallenged, and people that did not belong to the upper class were not very likely to be admitted by this class. However, the middle and working class were different. Professions of these classes shared similarities. Therefore it was not always clear to which class they belong. In the nineteenth century, there was a new impulse to understand poverty more due to large-scale urbanization, population growth and fear of newly moved

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[7] David C. Douglas, *William the Conqueror: The Norman Impact upon England (*Berkeley: University of California Press, 1964), 265.

[8] See David Robson, "How important is social class today?" BBC, April 7, 2016, accessed April 28, 2018, http://www.bbc.com/future/story/20160406-how-much-does-social-class-matter-in-britain-today.

[9] Oakland, *British Civilization: an Introduction*, 229.

people from lower classes who would portray potential criminal risk. In this context, Charles Booth, a magnate in the shipping industry, created a map of London which depicted the social situation of the city in the 1880s. A similar map was created by Benjamin Seebohm Rowntree, depicting social situation York in 1901. According to their studies, the class was connected to respectability and morality of the people. For instance, black colour was used to describe vicious citizens and criminals and gold referred to wealth.[10] Usage of these colours corresponds with the attitude that people had towards the poverty in the 19th century. According to some people (mainly upper-classed), poverty was caused by laziness, alcoholism and wastage of money. It was also believed that it was a person's own behaviour that caused poverty. However, some people also believed that it was just natural order of things and some people were simply more superior to the others.[11] Therefore, considering the attitude towards poverty, black colour described the lower and working classes, while gold would refer to the upper class and aristocracy.

The first measures of the class which were formally acknowledged were created by the Registrar of General's Office in 1911 which resulted in the Registrar-General's Social Class Scheme. The main intention was to classify households and assign them the social class. The class was based on the grade of people's job, but in reality, it was more complex since occupations were classified according to their culture and to not according to for example income or the nature of the work which was involved.[12]

Class	Occupations
NON-MANUAL	
PROFESSIONAL	Doctors, professionally qualified engineers
MANAGERIAL AND TECHNICAL/INTERMEDIATE	Managers, school teachers
SKILLED NON-MANUAL	Clerks
MANUAL	
SKILLED MANUAL	Electricians, plumbers
PARTLY SKILLED	Waiters, warehousemen
UNSKILLED	Cleaners, messengers

Registrar-General's Social Class Scheme 1[13]

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[10] Mike Savage, *Social Class in the 21st Century* (London: Pelican Books, 2015), 31–3.
[11] "Poverty," BBC, accessed April 27, 2018.
http://www.bbc.co.uk/bitesize/intermediate2/history/cradle_to_the_grave/poverty_victorian_attitudes/revisio n/4/.
[12] See Savage, *Social Class is the 21st century*, 31–3.
[13] See Savage, *Social Class is the 21st century,* 34.

The occupations listed in the table above are only examples of many more jobs. The scheme concerned mainly the middle and the working class because, as it was said previously, the upper class was a distinct class with its own rules. The classification changed significantly mainly during the 20th century. As the education started to be accessible to more people and their wealth started to expand, the situation in the 20th century allowed more social mobility. The working class members were more upwardly mobile, while upper and middle classes started to merge. This was mainly due to the loss of aristocratic privileges that upper class used to have.[14]

Nowadays, even in the 21st century, contemporary British society is still aware of the social class system, though many of British people do not entirely approve it. However, they admit that it can be difficult to create some kind of relationship with someone who belongs to a different class.[15] The study concerning this issue was conducted by the researchers from University College London's Institute of Education and the University of Surrey in 2015. The main goal was to find out if living in diverse locality means that its local inhabitants have also diverse friendships. The research focused on three primary schools in London, where researchers interviewed children, their parents, governors and school staff. The main difference was, as the study revealed, that children had different friendships at school and outside of the classroom. At school, they tended to have mixed friendships across different social circles and ethnicity, but in their free time, their friends were mostly from the same social class because parents organized their children's time out of the school. Parents themselves were found to have less social mixed relationships because it portrayed a risk of social awkwardness and it involved considerable effort. On the other hand, making friends with people from the same social class was a guarantee of shared interests and a basis of trust.[16]

As the study indicates, the difficulties of making friends from a different class do not have to be because of politics or religion, as it might seem at first sight. It is mainly because of different attitudes, habits and values. Those differences might be for example eating in different time of the day, calling the meals by various names or distinctive

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[14] See Oakland, *British Civilization: an Introduction,* 229.

[15] See O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English*, 48.

[16] Carol Vincent, Sarah Neal, and Humera Iqbal, *Children's and Adults' Friendships across Social Class and Ethnic Difference* (Abingdon: Taylor & Francis, 2015), 5–7, https://friendshipacrossdifference.files.wordpress.com/2015/07/mf-final-dissemination-report.pdf.

opinions on what is important in life. Also, children from different classes mostly visit different types of school.[17]

1.2 Identifying the Class

As Edward Alistair Johns suggested in *The Social Structure of Modern Britain*, the identification of the position in the status hierarchy depends on many factors. These factors include occupation, income, lifestyle, the degree of education, attitudes and many others.[18]

Also, one of the most reliable signs which help to identify the class is the way people speak and accent they use. Received Pronunciation is known as the most prestigious accent in Great Britain.[19] Received Pronunciation (usually abbreviated to RP) was firstly a regional accent used in the south Midlands which later spread to London during late Middle Age. Received Pronunciation started to become the sign of the British upper class by the 19th century.[20] Usually, it is believed that people from the upper or the upper-middle class use this accent. On the other hand, people with a strong regional accent tend to be identified as the members of the working class.[21]

In addition, different classes tend to use different vocabulary. Kate Fox described as 'Seven deadly sins' seven particular words, which are automatically connected with lower classes. One of these words is a word "toilet". This word is usually used by the working class or lower-middle class. Higher classes, on the other hand, use term 'loo' or 'lavatory'. A similar case appears while concerning the word 'pardon'. Upper classes dislike this word so much that some of them consider it worse than swearing. Fox gives an example of usage of this word – if someone says something too quietly and the other wants them to repeat it, upper-middle-class members say 'Sorry?'; middle-middle and lower-middle classes say 'Pardon?'; but both upper-class and working-class people will say 'What?'.[22]

Identifying the class of the person does not have to be always easy and obvious on the first sight. External appearance does not have to reliably help while identifying the social

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[17] See O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English*, 48.
[18] Edward Alistair Johns, t*he Social Structure of Modern Britain* (Oxford: Pergamon Press, 1979), 102.
[19] See O'Driscoll. *Britain: The Country and Its People: An Introduction for the Learners of English*, 48–50.
[20] Andrew Whittaker, *Speak the Culture: Britain* (London: Thorogood, 2009), 48.
[21] See O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English*, 50
[22] Kate Fox, *Watching the English: The Hidden Rules of English Behaviour* (London: Hodder & Stoughton, 2005), 76–7.

class. There are several people from lower classes who try to look wealthier than they really are, for example by wearing fancy or shiny clothes. These people are often called "posh".[23]

Only a few British people shake hands, and that regards to all British classes. Concerning handshaking on meeting, it is a widespread practice in most of the countries in the world, but not in the United Kingdom. People do shake hands, but usually only when they meet a stranger. Therefore, it might be one of the reasons why are all classes still often viewed as reserved, but on the other hand, it also means that British classes reject and dislike formality.[24]

1.3 Aristocracy and Upper Class

In Great Britain, it has been common that the upper class was closely related to the aristocracy. Heritage played an important role, which means that social position was based on titles and property. Members of the upper class gained even more power on a political field.[25] Ken Roberts described aristocracy as a core of the upper class before the industrialization of the country. Ownership of land gave aristocrats dominant power in the economy. The head of the aristocracy was the monarch followed by dukes, marquises, barons, knights etc. Connections with aristocracy were crucial to many families while concerning their status. The upper class slightly changed in the 19th century, since industry and trade became stronger and many industrialists and bankers exceeded aristocrats with their wealth.[26]

As a result, aristocracy has been gradually replaced by a new upper class of businessmen. These new businessmen settled mainly in London and south-east part of the country. Aristocrats no longer dominated on a British political and financial field – new "gentlemanly capitalists" took control of that. Nevertheless, it is essential to say that even in nowadays Britain the heritage and upbringing is still very important.[27] According to the Sunday Times 'Rich List' research (the list which is published annually especially to show the rise or the fall of the wealth of individuals) from 2017 many people who placed there

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[23] See O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English*, 48–50.

[24] Mike Storry and Peter Childs, *British Cultural Identities* (London: Routledge, 2012), 12.

[25] Mike Storry and Peter Childs, *British Cultural Identities* (Abingdon: Taylor & Francis, 2003), 179.

[26] Ken Roberts, *Class in Modern Britain* (Basingstoke: Palgrave Macmillan, 2001), 170.

[27] See Storry and Childs, *British Cultural Identities*, 179–81.

are the ones whose wealth come from the family. The list includes for example the Duke of Westminster Hugh Grovesnor or Guy, George and Galen Jr Weston. The rest of the list includes predominantly self-made business people, for instance, Lakhsmi Mittal, the steel tycoon, Sir Richard Branson, or Sir James Dyson, an industrial designer.[28] Therefore it can be assumed that in the modern upper class play a dominant role mainly wealthy people whose fortune comes from the family, but also entrepreneurs, CEO's, managers etc. Though the aristocracy model from the past has changed, there are still some similarities between the previous model and contemporary modern upper class, since this particular class is still based on people possessing common background and close social contacts. About 45% of bank directors could say that their positions were granted by their families, meaning that plenty of them might like to keep power among members of their family. Also, in the case of for example bank directors, more than half of them attended public schools and universities like Cambridge or Oxford. According to these facts, it can be assumed that wealthy families make a major part of the upper class. Size of this class is rather small, making it even more exclusive and hard to achieve. Though wealth plays a significant part in the upper class, it does not automatically lead to it. Winning a million pounds in a lottery does not make a person immediately upper class ranked. The more important are social contacts and family background.[29]

1.4 Middle Class

The middle class differs from the upper class and the working class mainly due to its wide stratification. While concerning this particular class, the occupation plays a significant role. As Daniel Oesch suggested, occupation is not only a source of person's income. It also defines status and position in the social class system. Employment is a source of information about person's financial situation, education, and social belonging.[30]

It is a commonly assumed that middle class is fragmented into four categories. The first group is formed by the employees of managerial and professional occupations. To this group belong doctors, lawyers or business executives. This category is also known as the

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[28] See Lianna Brinded, "These are the 25 richest people in Britain," Business Insider, May 7, 2017, accessed April 6, 2018, http://uk.businessinsider.com/sunday-times-rich-list-2017-richest-people-uk-britain-2017-4/#13-roman-abramovich-13.

[29] See Storry and Childs, *British Cultural Identities,* 179–81.

[30] Daniel Oesch, *Redrawing the Class Map: Stratification and Institutions in Britain, Germany, Sweden and Switzerland* (Basingstoke: Palgrave Macmillan, 2006), 1.

service group.[31] Storry and Childs suggest that these higher professionals value education, independence and training since occupations like doctors and lawyers require a proper university education. Though they lack the power and wealth significant for the upper class, they belong to a distinct part of the middle class since their jobs allow them considerable freedom, generous pensions and expenses on living. Storry and Childs also mention a tendency of children to follow the parent's occupation path, giving an example that 64 per cent of the sons whose parents are higher professionals follow them and end up in similar careers.[32]

The second group is formed by non-manual workers, commonly known as the "routine white-collars".[33] Their jobs are usually nine-to-five, and occupations such as clerks or secretaries belong there.[34]

The third group is formed by self-employed workers, small proprietors and employers.[35] In comparison with the routine white-collars, they have more freedom in their jobs. However, they work very long hours and often earn less money than clerical workers.[36] The last group is formed by skilled and non-skilled manual workers.[37]

However, it is important to highlight the fact that due to the social flexibility and changes in the labour market, there exist more than one division of the middle class. In the following part of this chapter will be described the latest social class division in the United Kingdom which was an outcome of the research conducted in 2013. The middle class is in comparison with the upper and the working the most flexible, thus its stratification changes the most.

While occupation is one of the key features in the middle-class stratification, it is also necessary to observe attitudes and lifestyle that middle-class members have. Anthropologist Kate Fox gives an example of a schoolteacher and an estate agent. While they both technically belong to the middle class and posses similar feature (they both might

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[31] See Oesch, *Redrawing the Class Map: Stratification and Institutions in Britain, Germany, Sweden and Switzerland*, 51.

[32] See Storry and Childs, *British Cultural Identities,* 184.

[33] See Oesch, *Redrawing the Class Map: Stratification and Institutions in Britain, Germany, Sweden and Switzerland*, 51.

[34] See Storry and Childs, *British Cultural Identities*, 185.

[35] See Oesch, *Redrawing the Class Map: Stratification and Institutions in Britain, Germany, Sweden and Switzerland*, 51.

[36] See Storry and Childs, *British Cultural Identities*, 185.

[37] See Oesch, *Redrawing the Class Map: Stratification and Institutions in Britain, Germany, Sweden and Switzerland*, 51.

live in a terraced house, they both might drive a Volvo and they earn similar income), their position in the middle-class division could be different. The position depends not only on the occupation but mainly on attitudes. In this example, the difference between the schoolteacher and the estate agent would be in clothes they wear, how they spend their free time, what kind of pets do they keep, how they take care of their houses and cars etc.[38]

The middle-class division is, therefore, more complex, and though the occupation is a significant element playing an important role, there must be concerned also the difference in lifestyle.

1.5 Working Class

In comparison with the United States, the country which was historically influenced by Britain because of the colonization, America gives much greater symbolic pride to peasant, farmers or trades people, because these people are often considered the backbone of their nation.[39] However, British point of view on the working class is different. For instance, the stereotypical outlook on the working class in the 1950s was that its members do not have a proper education which leads to the absence of qualification, they tend to have a regional accent, and their houses are not owned by themselves but by the council or a landlord.[40]

As it was said in the chapter describing the history of British social class system, the working class was created in the nineteenth century during the Industrial revolution. Because Britain was the first industrial nation, it also created the first industrial working class. Towns and cities started to expand and the growth of mines, docks and factories portrayed a hope for people seeking jobs and better life standards. As a result, the countryside was largely depopulated and four fifths of the population lived in towns or cities. However, working conditions were not well and often they were dangerous for workers, who were mostly men. For instance, workers in the mines were often dependent on each other's help because of their physical safety. The fact that these workers help each other in order to protect each other was an origin of the working-class comradeship. It meant that the working class members were 'us' and people from the other classes were

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[38] See Fox, *Watching the English: The Hidden Rules of English Behaviour*, 15.
[39] See Savage, *Social Class is the 21st Century*, 27.
[40] See Storry and Childs, *British Cultural Identities,* 187.

'them', which is something that is still present in contemporary working class. Women from the working class usually stayed at home.[41]

The original workforce of the working class was employed in coal industries, shipbuilding and mines. Most of the workforce consisted of men. Though there are still working class people who are employed in this kind of industry, there are only a few of them. Majority of the working class is employed in the services. Usually, these jobs are at the supermarkets, restaurants, hotels or businesses connected with leisure time. Many of them also work in security firms or call-centres. These jobs are usually mundane and low-paid. Many people are required in their job to appear interested, kind and committed in order to satisfy their customers, so some occupations tend to be emotionally demanding and difficult. In contrary to the past when women did not usually work, contemporary working-class women are employed. On the other hand, the labour market still separates 'men's job' and 'women's job' and women are still paid less money than men. Nowadays the gender pay gap is getting smaller as it is largely discussed among the people. However, working-class women are still paid less than men and if the women bring the only income into the family, her earning is usually not sufficient enough to support home and family. Though working-class parents want the best for their children, most of the children still remain in the working class.[42]

In contemporary Britain, many people from the working class are very poor and long-term unemployed. They are often dependent on the welfare.[43]

From the working class has been developed the underclass which is sometimes called the precariat. Roberts described it as excluded groups of society which are the most disadvantaged and disorganised. This group is formed by the very poor people who are dependent on state benefits. Roberts mentioned as an example retired people, families where none of the parents is employed or single-parents. The underclass is formed also by persistent criminals, people with alcohol and drug problems, or people struggling with mental, psychological and physical disabilities. These people may find it difficult to participate in employment or ordinary social situations.

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[41] See Roberts, *Class in Modern Britain* (Basingstoke: Palgrave Macmillan, 2001), 81–2.
[42] See Roberts, *Class in Modern Britain*, 104–5.
[43] See Roberts, *Class in Modern Britain*, 110.

According to Roberts, it is probable that the underclass will be on rise in Britain if the parents belonging there will not lead their children to the higher-achieving education. Otherwise children would not obtain proper jobs and may developed careers connected with crime or with other unofficial work.[44]

1.6 Class and Social Mobility in Contemporary Britain

Even in contemporary Britain people are still aware of the class system, though it has changed considerably. Though the main division on the upper, the middle and the working class is still maintained, it has been split into the seven-part division which will be described in this chapter. Contemporary division of the social class system is influenced by the social mobility. In Britain, there is an increase of upward mobility from the working class and decrease of downward flow of the middle-class members.[45] Social mobility, which is inseparably connected with the social class system, plays a significant role. For the last twenty years, the British government attempted to reduce inequality between the rich and poor citizens through the interventions. However, according to the new report of the government's Social Mobility Commission, the government failed to decrease the inequality. The Social Mobility Commission drew attention to this issue and warns that if there is no radical and urgent reform, there is a risk of even wide social and economic stratification among British society, which could become a threat for economic prosperity and social cohesion of the country.[46]

1.6.1 The Great British Social Class Survey

Mike Savage, a professor of the London School of Economics and Political Science, joined the academic team and worked on the BBC's Great British Class Survey. The result of the survey presents British contemporary social class division from 2013.[47]

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[44] See Roberts, *Class in Modern Britain*, 110–1.
[45] See Roberts, *Class in Modern Britain*, 223.
[46] See Sally Weale, "Social mobility: radical reform urged to repair divided Britain," The Guardian, June 27, 2017, accessed April 21, 2018, https://www.theguardian.com/society/2017/jun/28/labour-and-tories-have-both-failed-on-social-mobility-report-finds.
[47] "Professor Mike Savage," The London School of Economics and Political Science, accessed April 21, 2018, http://www.lse.ac.uk/sociology/people/mike-savage.

The first group according to the survey is the elite. This group is the wealthiest and the most privileged. Education plays the significant role in this class because usually most of the people who belong there went to the public schools and elite universities. The lifestyle of the elite includes activities like listening to classical music and enjoying the opera. The second group is the established middle class. After the elite, the established middle class is the second wealthiest group according to the survey. Next class is the technical middle class. It is a small and prosperous group. People usually work in science and their background is often middle-classed. New affluent workers form the fourth group. Though not being well-off, new affluent workers tend to be economically secure. Usually they have a working-class background. Traditional working class form the fifth group. Having the oldest average age, people belonging to the traditional working class tend to own their homes. Common occupations are for example lorry drivers, cleaners or electricians. Penultimate group is formed by emergent service workers. Though they are not financially secure, these people have high social and cultural capital. They enjoy various cultural activities and socialize with people from various classes. Usually, young people belong there. The last group is the precariat. To this group belong people who are the poorest. Usually, they do not own their house since 80 per cent of them rent their homes. This social group does not have many cultural interests and tend to socialize mainly with people like them.[48]

According to the results of the survey, contemporary social class system is more complex in comparison with the past one, so it can be assumed that its form will be different in the future due to its flexibility. Therefore, though it might seem that the class system is an outdated issue which no longer appears in the modern British society, it still represents a significant element of the British life.

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[48] See Helen Horton, "The seven social classes of 21st century Britain - where do you fit in?" The Telegraph, December 7, 2015, accessed April 21, 2018, https://www.telegraph.co.uk/news/uknews/12037247/the-seven-social-classes-of-21st-century-britain-where-do-you-fit-in.html.

2 BRITISH SECONDARY EDUCATION

Social class and education of an individual are closely connected issues. Position in the social class system depends on previously named aspects such as occupation, wealth, lifestyle etc. Education is an aspect that has a power to shape personality and status of the person. For instance, the level education can lead to a better-paid successful job, which can result in wealth and a change of a lifestyle. Therefore, education has an impact on the social class and it is a key feature that influences person's future life. While concerning education and the social class mobility, chief executive of Save the Children Kevin Watkins pointed out that proper education which child receives in his life is very important. Watkins stated that if especially children with the poorest background lack the education in their early life, they might struggle not only to get certifications from GCSE to university degree, but they might also struggle in their future careers or even relationships. Watkins also said that if British society wants to be fair and prosperous, it is necessary to support British nation from the very start of its life, no matter what social background the people come from.[49]

Students in Great Britain start to attend secondary schools when they reach the eleventh year and finish it when they turn sixteen. In 2014, the school-leaving age was raised to eighteen from former sixteen. Therefore, after children turn sixteen, they have to stay at full-time education provided by school or college, or they have to be at apprenticeship or traineeship, or part-time education or training, but they also can be self-employed or volunteer for at least twenty hours a week.[50]

British secondary schools are divided into two spheres – private and state schools. Features, the division and differences between these two spheres will be mainly discussed in this chapter.

2.1 Private Secondary Schools

Though the name could be misleading, public schools do not belong to the state sector, but to the private one. Public school as a term emerged firstly during the 18th century. At this time, some of the grammar schools started to accept children of the parents who were able

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[49] See Sally Weale, "Social mobility: radical reform urged to repair divided Britain," The Guardian, June 28, 2017, accessed April 21, 2018, https://www.theguardian.com/society/2017/jun/28/labour-and-tories-have-both-failed-on-social-mobility-report-finds.

[50] See Oakland, *British Civilization: an Introduction*, 287.

to afford residential fees. Thus the schools became to be known as public schools when compared to local schools. A synonym for public school is a term independent school. This term was according to the Encyclopaedia Britannica more preferred by the public schools themselves in the late 20th century.[51]

Public school is a term which usually refers to the oldest and the most prestigious schools like Eton or Harrow. These schools are for boys only and it used to be a tradition that public schools were separately for boys and girls. However, the independent schools in contemporary Britain are mostly co-educational. Also, independent schools used to be only boarding types, but most of them are nowadays day schools.[52] Boarding school is a type of school which is residential. It means that students do not commute to school on daily basis but they study and live in the school during the term.[53] For public schools is also significant a division into houses which are led by the housemasters.[54]

Almost 9 per cent of the British population was educated in private sector. It is believed that this is mainly because of fears which have members of the middle class concerning comprehensive schools or not properly funded state sector, which possibly caused not that high quality of education.[55]

As it was discussed in the previous chapter, mainly people belonging to the upper class and upper-middle class attend the independent schools. It is largely caused by the tuition fees. Students attending independent schools are obligated to pay school fees, which are usually very high. For instance, school fee at Eton College is £12,910 per term.[56] While concerning the upper class and private schooling, education in the private sector seems to be more prestigious and it is a mean of creating important contacts, which can be useful in the future. Though only about 5 per cent of pupils attends independent schools, over 50 per cent of students attending Oxbridge education comes from private schools.[57]

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[51] "Public School," Encyclopaedia Britannica, accessed April 6, 2018, https://www.britannica.com/topic/public-school.

[52] Geoffrey Walford, *British Private Schools* (Abingdon: Taylor & Francis, 2005), 2.

[53] "Boarding schools in the UK," British Council, accessed April 28, 2018. https://www.britishcouncil.ge/en/study-uk/schools.

[54] See O'Driscoll, *Britain: The Country and Its People: An Introduction for the Learners of English*, 131.

[55] David McDowall, *Britain in Close-up* (Harlow: Longman, 2000), 152.

[56] "School Fees - 2017/2018," Eton College, accessed April 6, 2018, https://www.etoncollege.com/CurrentFees.aspx.

[57] See Storry and Childs, *British Cultural Identities*, 182.

Public schools do not have to follow the national curriculum; however, they are obliged to be registered by the law and similarly to the state schools, they are regularly inspected.[58]

2.2 State Secondary Schools

Students attending state secondary schools in the United Kingdom do not have to pay any tuition fee since the education is paid by the government through Local Education Authority. Therefore, usually middle-class and working-class students attend state schools, as upper-class parents tend to send their children to the public schools. Mostly, state secondary schools follow the national curriculum of Great Britain. State secondary schools are divided into four segments. The first segment is formed by the Community Schools, which are administrated by the Local authority. The Local authority employs personnel of the school and it owns the school building and estate. The Local authority is also responsible for the entrance examination and it sets the entrance criteria. To the second segment belong Foundation and Trust schools. These schools are administrated by the governing body of the school, which employs the personnel and it sets the entrance criteria. The school building and estate are owned by the school governing body or by the charity organization. Trust schools are very similar; however, they are also administrated by the external institution which serves as an educational trust. These institutions are usually charities or companies. The third segment is formed by the Voluntary-aided schools. These schools are religiously oriented. The school building and estate are owned by the charity or by the denomination. Voluntary-aided schools are administrated by the school governing body which employs the personnel and sets the entrance criteria. The last segment is formed by the Voluntary-controlled schools. They share similar features with Voluntary-aided schools and community schools. The Local authority employs the personnel and sets the entrance criteria, but the school building and estate are owned by the charity or denomination. Charity or denominations select the members of the school governing body.[59]

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[58] See Jana, "Druhy škol ve Velké Británii," Velká Británie, July 10, 2015, accessed April 21, 2018, https://www.velka-britanie.co.uk/druhy-skol-ve-velke-britanii/.

[59] See Jana, "Druhy škol ve Velké Británii," Velká Británie, July 10, 2015, accessed April 21, 2018, https://www.velka-britanie.co.uk/druhy-skol-ve-velke-britanii/.

2.3 Home Education

Britons have an option to educate their children by themselves and they are not obliged to follow the national curriculum. However, children have to receive a proper education since they are five years old. If the council finds out through the informal inquiry that the children are not educated well, it can give the school attendance order, meaning that the child would be obliged to attend the school.[60]

2.4 Secondary Education Exams

When students turn sixteen, they take the General Certificate of Secondary Education (usually called GCSE). This certificate was established in 1988 in England and Wales when it replaced previous exams GCE O-level and Certificate of Secondary Education. Students receive the mark from A* to G, but only marks A, B and C are considered acceptable. The goal of the students is to get mark A*-C in at least 5 subjects. After GCSE, students can voluntarily stay at school for two more years to get the General Certificate of Education Advanced Level. This exam is also known as "the sixth form" or "A levels". The student has to choose from how many subjects he or she will take A-levels according to what job the person wants to do, or according to which university they want to attend. Usually, students pick 2-4 subjects.[61]

2.5 Traditional Features of British Secondary Education

British secondary education is associated with many traditions which are typical for Great Britain. This chapter focuses on uniforms and honourable positions which can be granted to students attending secondary schools. The author of the thesis selected these particular features of British education since the analytical part of the thesis will provide a comparison with similar features from the Harry Potter world.

2.5.1   Uniforms

Though Great Britain is a country which has a long tradition of uniforms in schools, there is no legislation to govern school uniform in England, Wales, Scotland or Northern Ireland, meaning that each school decides whether the students are obliged to wear uniforms or

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[60] See Jana, "Druhy škol ve Velké Británii," Velká Británie, July 10, 2015, accessed April 21, 2018, https://www.velka-britanie.co.uk/druhy-skol-ve-velke-britanii/.
[61] Věra Ježková, *Školní vzdělávání ve Velké Británii*. (Prague: Karolinum, 2010), 122–123.

not.[62] No school should discriminate students for their gender, race, belief, sexual orientation and disability. However, it depends on the head teacher to decide whether, for example, girls can wear trousers or religious dress. Students can also be suspended or expelled if they ignore school's uniform policy.[63]

Each secondary school chooses own required type of uniform. The family of the student is responsible for obtaining the uniform but schools offer financial support or discounts for children who cannot afford it. British secondary schools require more formal uniform in comparison with primary schools. Primary school uniform for boys usually consists of dark-gray or black trousers, white polo shirt and sweatshirt or cardigan with school logo. Girl's uniform consists of dark-gray pants or skirt and tights, and just like boys they wear white polo shirt and sweatshirt or cardigan. When students start to attend secondary schools, usually blazer or jacket replace sweatshirts and cardigans. School's dress code also includes black shoes, black backpack or bag and a minimum of jewellery and makeup.[64]

2.5.2 Honourable Positions of the Students

Further traditions related to the British secondary education are honourable positions like prefect and head boy or head girl. The term prefect originated in Great Britain in the 19th century when it started to be used in public schools. Selected students were given the power to discipline and take care of their fellow younger students. This tradition has persisted to these days since this position is connected with special status and specific responsibilities like monitoring the behaviour of younger students. Students of the final year of secondary schools can become prefects and they are usually selected by the head teacher and senior staff of the school. Similarly to the prefect, a student who becomes a head boy or head girl is granted specific status. Head boy or head girl is a position which can be gained by already chosen prefects.[65]

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[62] Laura McCourt, *School Uniform Policy in Scotland, England, Wales and the Republic of Ireland* (Belfast: Northern Ireland Assembly, 2013), 2, http://www.niassembly.gov.uk/globalassets/documents/raise/publications/2013/education/4813.pdf

[63] "School Uniform," Her Majesty's Government in the United Kingdom, accessed April 21, 2018, https://www.gov.uk/school-uniform.

[64] Angela Walmsley, "What the United Kingdom Can Teach the United States About School Uniforms", *The Phi Delta Kappa* 92, no. 6 (March 2011): 64, accessed April 28, 2018, http://www.jstor.org/stable/25822818.

[65] Susan Wallace, *A Dictionary of Education* (Oxford: Oxford University Press, 2015), 236.

I ANALYSIS

3   INTRODUCTION TO THE NOVELS

"Harry -- yet a wizard"[66] If it was not for this statement, there might not have been a story which amazed millions of readers. The idea about a young wizard with a lightning scar on his forehead was conceived on a not-so-magical place – on a train. Joanne Rowling started to develop the story while she was sitting on a train from Manchester to London in 1990. Rowling spend next five years on planning the plot of the series. Finally, the first book Harry Potter and Philosopher's Stone was published in 1997 by Bloomsbury Children's Books. It was published by using only initials of her name since publisher supposed that if the book is published by the female author, it would not have been appealing to young male readers, who were considered the target audience. Rowling added up name "Kathleen", which actually belongs to Rowling's grandmother. First and middle names were therefore contracted to J.K. Rowling.[67]

Harry Potter novels belong to significant work in contemporary British literature. Harry Potter is now considered a worldwide phenomenon for its great combination of the old-fashioned school story, magic and action adventure, which appeals to both children and adult audience.[68] On the other hand, as Amanda Cockrell stated in her essay published in *the Ivory Tower and the Harry Potter*, Rowling created a story which caused also many disagreements among parents. One of the reasons is that she created a story which is not purely fictitious – in the plot of the series the magic meets a real and contemporary life in Great Britain. The world in the Harry Potter's story is not completely made up, as Cockrell compare it with the Middle Earth, the setting of *the Lord of the Rings*. Combining the existence of magical creatures with the actual world was the main concern for people who, as Cockrell suggests, like the world still and the way it already is. Life in Britain is portrayed differently, but Rowling uses the common features of life to do it. People still have to find a job and they still receive formal letters – but they can become the dragon tamers, and their messages are brought by owls and sometimes, the letters can speak on their own.[69]

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[66] J. K. Rowling, *Harry Potter and the Sorcerer's Stone* (New York: Scholastic, 1998), 50.
[67] "About," J.K. Rowling, accessed January 16, 2018, https://www.jkrowling.com/about/.
[68] Margaret Drabble and Jenny Stringer, ed., *The Concise Oxford Companion to English Literature* (Oxford: Oxford University Press), 617.
[69] Lana A. Whited, *the Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon* (Columbia: University of Missouri Press, 2004), 15-16.

The book series has become a huge hit, even being ranked as one of the all-time bestsellers. According to the research which was done by British newspaper The Guardian, all seven books about a young wizard named Harry were mentioned in a list of Top 100 best-selling books of all time. All of them were also placed among bestselling ten, Harry Potter and Deathly Hallows even placing second after *The Da Vinci Code*.[70] In 2008, Rowling was also ranked highest paid author by earning 5 pounds every second.[71]

Besides Harry Potter series, Rowling also published several other books which were related to the Harry Potter world - *Tales of Beedle the Bard*, *Quidditch through the Ages* and *Fantastic Beasts and Where to Find Them*. The most recent one from 2016, *Harry Potter and the Cursed Child*, was written by cooperation of Rowling, Jack Thorne and John Tiffany. The series gained even more popularity when it was made into eight movies (each movie was an adaptation of one book, while the last movie was divided into two parts).

1.1 Main Plot and Themes

Though the story is well-known and popular among people, it is necessary to outline a brief plot of the series to understand all circumstances which will be analyzed in the thesis. The first novel is called *Harry Potter and the Philosopher's Stone*. Growing up as an orphan in a non-loving environment, when he reaches his eleventh year, Harry Potter finds the truth about himself. It is revealed to him that he is a wizard, and so were his parents. He starts his first year at Hogwarts School of Witchcraft and Wizardry and soon befriends his schoolmates, Ronald Weasley and Hermione Granger. What initially seemed like a new beginning and a happy chapter of his life later changed into a period of danger. Lord Voldemort, an evil wizard, who was believed to be dead or at least vanished for good, becomes more powerful and tries to gain his power and strength again. Eventually, he is stopped by Harry and his friends.

The second book *the Chamber of the Secrets* depicts a fearful situation in Hogwarts when muggle-born students are attacked by an anonymous assailant. By mischance, it is

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[70] "The top 100 bestselling books of all time: how does Fifty Shades of Grey compare?" The Guardian, accessed January 16, 2018. https://www.theguardian.com/news/datablog/2012/aug/09/best-selling-books-all-time-fifty-shades-grey-compare.

[71] "Rowling 'makes £5 every second'," BBC, October 3, 2008, accessed January 16, 2018, http://news.bbc.co.uk/2/hi/entertainment/7649962.stm.

believed that it all was Harry's fault. Once again, Harry manages to stop Voldemort and his basilisk after realizing that they caused those accidents.

In *the Prisoner of Azkaban*, Sirius Black escapes from prison and it is thought he did that in order to kill Harry and avenge Voldemort. At the end of the book, it is revealed that Sirius Black is innocent, and the real culprit is Peter Pettigrew, a person who was supposedly dead. Though Harry and his friends try to stop him, he escapes them and searches for Voldemort.

Next book *the Goblet of Fire* is focused on the Triwizard Tournament, where three famous schools participate and Harry accidentally becomes one of the contestants. During the last task of the tournament, Harry is entrapped by Voldemort and his servants called Death Eaters. Unfortunately, Voldemort gains his powers again.

In *the Order of the Phoenix*, Harry tells the truth about Voldemort's return, but many people do not believe him. Since Ministry of Magic does not want the magic population to be afraid and prohibits students from practicing real defensive spells, Harry and his friends form a secret organization where they practice various spells to protect themselves. At the end of the book, a battle takes place in the Ministry of Magic, where Sirius Black is killed and Voldemort's existence is revealed to the magic population.

In *the Half-Blood Prince*, headmaster of Hogwarts Albus Dumbledore reveals to Harry Voldemort's past and tells him, that it is necessary to find and destroy Voldemort's Horcruxes (parts of his soul) if they want to kill Voldemort for good. In the end, Dumbledore is killed and Harry decides to leave school to find the rest of Horcruxes.

The final book of the series *Harry Potter and Deathly Hallows* depicts Harry, Ron and Hermione and their search for Voldemort's remaining Horcruxes. Meanwhile, magic world is terrorized by Voldemort and Deatheaters, and muggle-born witches and wizards are persecuted. At the end of the book, Voldemort is finally defeated and the book is closed-up by the epilogue, which takes place 19 years later after the Battle of Hogwarts depicting Harry and his friends with their families.

Fight of good and evil is an important theme in the novels. In each book of the series, Harry has to face many challenges. At first, it is his non-familiarity of the wizarding world, which leads to his confusion. With the help of his friends, he manages to survive not only battles against the dark powers or magical creatures like dragons, basilisk or giants spiders but also daily social life in school. Harry is an object of constant slander very often. In *the Chamber of Secrets*, many people incorrectly blame him for attacking students in Hogwarts, in Harry Potter and *the Goblet of the Fire* he is accused of cheating so he could

get into a Triwizard Tournament and in *the Order of the Phoenix* he is considered liar because of telling the truth that Voldemort has gained his powers again. Besides Voldemort, a significant enemy for Harry is Draco Malfoy, arrogant and mean classmate, who teases Harry and his friends on a daily basis in Hogwarts.

Apart from the fight of good over evil, important themes of the novels are friendship and love. The theme of friendship is portrayed mainly by central characters Harry, Ron and Hermione. Ron and Hermione stand by Harry no matter what and help him through the series. Besides Ron and Hermione, Harry develops a strong bond for example with Hagrid, gamekeeper of Hogwarts, Sirius Black, his godfather and Albus Dumbledore, the headmaster of Hogwarts. The theme of love begins to appear in the fourth book of the series, when characters reach teenage years and they start to develop feelings towards each other. Apart from romantic relationships, the theme of love is also very important for the whole series because love was the key to defeat Voldemort.

According to Rowling, the key theme of the novels is death, since it is largely present in almost every book. The theme of the death appears not only in forms of murders but also as a quest to conquer.[72] This is a case of Voldemort, whose goal was to be immortal and partly also of Dumbledore, who is revealed to be obsessed with deathly hallows in the past.

1.2 Categorization of the novels

The first book *Harry Potter and the Philosopher's Stone* was published in 1997 and the last one *Harry Potter and Deathly Hallows* in 2007 meaning that novels belong to the contemporary British literature. Novels contain many features of the fantasy genre - magical elements like wizardry, mysterious creatures or the setting which is out of this world. Rowling created a whole new world, creating places like School of Witchcraft and Wizardry or Ministry of Magic and introducing creatures like dementors, boggarts or house elves. However, the whole setting of books is not completely fictitious. It is said in many passages of the novels that the plot is set in Great Britain. Many places typical for Britain are mentioned, for example, King's Cross Station in London. Though Harry Potter

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[72] See Geordie Greig, "There would be so much to tell her...," The Telegraph, January 10, 2006, accessed January 16, 2018, http://www.telegraph.co.uk/news/uknews/1507438/There-would-be-so-much-to-tell-her....html.

novels belong mainly to the children's literature, there are many adults who enjoy reading the story about a boy with a lightning scar on his forehead.[73]

Another genre which could be applied to Harry Potter novels is a bildungsroman. This German term could be interpreted as a novel of formation and the main theme of this genre is the development of the protagonist's character from childhood to maturity. During the journey, the protagonist has to deal with several obstacles and gains many experiences. These moments form character's mind and identity and thanks to that he or she recognizes its role in the world.[74] Harry Potter novels narrate the story of Harry and his friends since they are eleven years old until they are approximately eighteen years old (in the last book even briefly showing characters as middle-aged). Over the years, Harry doubts about himself many times. For example, he was not sure if he really belongs to Gryffindor and there were times when he was not really sure about his sanity. Gaining rewarding experiences and support of his friends, Harry develops into a strong man who accepts himself and his identity.

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[73] Michael Alexander, *A History of English Literature* (Basingstoke: Palgrave Macmillan, 2013), 432–34.

[74] M.H. Abrams, and Geoffrey Galt Harpham, *A Glossary of Literary Terms* (Stamford: Cengage Learning, 2015), 255.

4 BRITISH SOCIAL CLASS SYSTEM IN HARRY POTTER

The following chapter explores the society of the Harry Potter series. The chapter provides the description of the division of the social classes and its main representatives from the novels in comparison with the British social class system.

4.1 Upper Class and Aristocracy

The Harry Potter novels depict many families which could be identified as the upper class members. Those families, as in real British life, have usually prominent jobs, for example, minister of magic. Money, property and heritage are elements which play an essential role in this particular class. Families owning mansions and having plenty of gold in their Gringott's vaults mostly belong to the upper class. It can be assumed that magical society is aware of the social class system thanks to the book *Nature's Nobility: A Wizarding Genealogy.* This book provides a history of old wizarding families. The book lists only pure-blood families which were for some people rather upper-class ranked (however, as it will be described further in this chapter, the wizarding blood-purity is not an exact way how to define the upper class). Savage refers to *Debrett's Peerage and Baronetage* which provides an exact list of aristocrats from 1769 onwards.[75] *Nature's Nobility: A Wizarding Genealogy* and *Debrett's Peerage and Baronetage*s share one considerable similarity - both of them refer to people who were upper-class considered. In the *Nature's Nobility: A Wizarding Genealogy,* the upper class is related to the connection with wizarding blood. *Debrett's Peerage and Baronetage*s is connected with aristocracy and upper-class blood relation. Therefore, both books are based on a blood connection which is considered upper-classed for each world.

Descendant of the founders of the Hogwarts School of Witchcraft and Wizardry form a specific group which belongs to the upper class. There were four founders – Salazar Slytherin, Godric Gryffindor, Rowena Ravenclaw and Helga Hufflepuff. As it is portrayed mainly in *the Half-blood Prince*, readers are introduced to the lifestyle of Hepzibah Smith whose ancestor was Helga Hufflepuff. Her character is described as a spoilt chubby woman who uses too much make-up. During a flashback, her way of life is depicted as lavish and full of expensive stuff. It is not clearly stated what job she does or if she is even

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[75] See Savage, *Social Class in the 21st Century*, 32.

employed. However, it is assumed that she is able to live such life thanks to the inheritance of her ancestors. She owns many antiquities and enjoys collecting significant items, especially a cup which belonged to Helga Hufflepuff and a locket of Salazar Slytherin. Besides her property and origin of her ancestor, Hepzibah Smith's social status can also be defined by owning a house-elf Hokey.

> "Well, whoever owns him will be an old Wizarding family, and they'll be rich," said Fred. "Yeah, Mum's always wishing we had a house-elf to do the ironing," said George. "But all we've got is a lousy old ghoul in the attic and gnomes all over the garden. House-elves come with big old manors and castles and places like that,"[76]

According to the extract from the book, it is probable that house-elves are not so common in wizarding families, which means that Hepzibah Smith probably will be from the upper class.

Just like in real-life Britain, old families with heritage and property also belong to the upper class. Those families are usually so prominent that even mention of their names evokes a feeling of aristocracy and importance among the magic population. The first upper-class family which is introduced in the novels are the Malfoys. The Malfoy family comes from Normandy (coincidentally, as it was discussed in the chapter concerning the history of the class system, many upper-class families were connected with the Normans in real-life Britain). The Malfoy family's ancestors and contemporary members have been known to hate muggles. However, they used muggle money to become wealthier.[77]

Draco Malfoy, Lucius Malfoy and Narcissa Malfoy live in a luxury manor which is surrounded by peacocks. Until the second book, they have a house-elf named Dobby, which is one of the characteristics of the upper class in wizarding world. It is not said what jobs Lucius and Narcissa do, but it is said that they are sponsors of Ministry of Magic and that they have a great influence among people. For example, in *the Chamber of Secrets*, it is revealed that in order to dismiss Dumbledore from the function of headmaster Lucius threatened the members of the school council and their families. Draco Malfoy is described as a spoilt kid with a high-pitched voice, often threatening others.

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[76] J. K. Rowling, *Harry Potter and the Chamber of Secret* (New York: Scholastic, 1999), 29.
[77] See J. K. Rowling, "The Malfoy Family," Pottermore, accessed April 21, 2018. https://www.pottermore.com/writing-by-jk-rowling/the-malfoy-family.

Draco Malfoy didn't go red, but a pink tinge appeared in his pale cheeks.

 "I'd be careful if I were you, Potter," he said slowly. "Unless you're a bit politer you'll go the same way as your parents. They didn't know what was good for them, either. You hang around with riffraff like the Weasleys and that Hagrid, and it'll rub off on you.[78]

Though Draco himself does not say directly that he will hurt Harry, it can be assumed that his statement is rather threat-oriented because he mentioned Harry's parents who were murdered by Voldemort. Draco, like his father, despises poor wizards or people with not so prominent jobs.

"You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there."[79]

By this statement, Draco wanted to highlight the fact that his origin and status is better and more important than for example the status of Ron. Draco's arrogance and self-importance is based on embracing his family's money and social positions.[80]

Another prominent family is the Blacks. The family lived in their home in Number 12 Grimmauld Place for generations and also owned many antiquities, usually with some evil function. Upper origin of the family is again highlighted by wealth, property and ownership of house-elves. The Blacks owned many house-elves who served them for generations, but as soon as one of them was too weak to hold the saucer, they were beheaded. Heads of many house-elves were then displayed in the hallway.

In Great Britain have occurred people who were very fond of their bloodline connected with someone from the royal family. Sinead Ryan stated that members of aristocracy often married people belonging to the upper-class which caused merging of the families and creating powerful dynasties. Ryan also refers to the term "blue-blooded". The term could be applied on people who have pale skin and therefore their blue veins are very visible. This should prove person's purity of breeding and class in comparison with peasants, whose skin was darker because they were browned by the sun or their race was

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[78] See Rowling, *Harry Potter and the Sorcerer's Stone*, 109.
[79] See Rowling, *Harry Potter and the Sorcerer's Stone,* 108.
[80] See Whited, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, 133.

different.[81] Noble people who belonged to aristocracy could easily trace their ancestors who were often related to the royal family. For instance, Sir Ranulph Fiennes's ancestors can be traced to the Saxon era.[82]

Some of the upper-class members from Harry Potter series are similarly obsessed with blood and its purity. This can be observed mainly in *the Deathly Hollows*. The last book portrays how magical population mistreats people with muggle origin. For instance, a witch who was muggle-born was accused of stealing the magic, because she cannot prove that she is a witch since her parents were both muggles.[83] Paradoxically, the person who started the war because of blood purity was Voldemort, whose father was a muggle. On the other hand, his aversion towards muggles and muggle-born people seems to be hereditary because through his mother Voldemort is a direct ancestor of Salazar Slytherin, who suggested that only pure-blood wizards should attend Hogwarts.

Families like the Malfoys and the Blacks belong to the families who not only can trace their bloodline, but they can also pride themselves on being "pure-blood". This means that only witches and wizards belong to their families and there are no muggles among them. Obsession with blood purity is a feature which often appeared among the upper-class families in the Harry Potter novels, so it can be assumed that it is one of the features of upper-class members, apart from occupation, heritage and property. Draco Malfoy often stressed the superiority of the ancient wealthy wizarding families.[84] However, though many upper-class families from the Harry Potter world have a common sense while concerning blood purity, it is not necessarily the key feature while identifying the class. The example of this is the Gaunt family, whose direct ancestor was Salazar Slytherin and whose descendant was Voldemort. The family was also obsessed with blood purity, so they proliferated not only with witches and wizards, but also with their relatives in order to preserve their blood purity. The Gaunt family used to be a wealthy family with property and heritage after their ancestor Salazar Slytherin, but through centuries they spend all

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[81] See Sinead Ryan, "The Royal Myth of Racial Purity," The Independent, September 16, 2017, accessed April 21, 2018, https://www.independent.ie/style/celebrity/celebrity-features/the-royal-myth-of-racial-purity-36132969.html.

[82] See Chris Nickson, "Tracing Aristocratic Ancestors" August 21, 2012, accessed April 28, 2018, http://www.exploregenealogy.co.uk/tracing-aristocratic-ancestors.html

[83] See Rowling, *Harry Potter and the Deathly Hallows* (New York: Scholastic, 2007), 192–3.

[84] See Lana A. Whited, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, 150.

their money which led to their complete poverty. Even though they were poor and lived in a shanty house, they still disliked muggles and muggle-born witches and wizards as they thought of them as scum. In conclusion, the blood purity obsession is a common feature among upper-class wizarding families, but it is not an element which should be fundamental while identifying the social class.

4.2 Middle Class

Rowling's portrayal of the middle class is slightly different in comparison with the upper and the working class. It is mainly because Rowling herself belongs to the middle class, so her depiction of the middle class is influenced by that.[85] Because of this influence, upper-class members in Harry Potter novels are described mainly as selfish and evil and the working class serves as an object of mockery especially for upper-class members like the Malfoy family. The middle class, on the other hand, is more flawless. The manner in which Rowling described this class is different because characters are more favourable for readers. Most of the characters have positive traits and their behaviours are friendlier and kind.

Just like in real non-magic Britain, the middle class in the Harry Potter series is more diverse and in the novels are portrayed members of the upper-middle and middle-middle class.

4.2.1   Upper-Middle Class

The upper-middle class representative is the main character himself. Harry Potter and the Potter family could be considered upper-middle classed. It is not revealed in the novels what jobs Harry's parents had, but it is assumed that they were financially secure since their vault in the Gringott's Bank was filled with plenty of gold. On Pottermore, it is revealed that Potter's family inherited large amount of money from their ancestors who were skilled in making potions. For instance, Harry's grandfather invented the Sleekeazy's Hair Potion, which quadrupled family gold. The family was also hard-working and some members were part of the management of the Ministry of Magic.[86]

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[85] Giselle Liza Anatol, ed., *Reading Harry Potter: Critical Essays* (Westport: Praeger Publishers, 2003), 179.

[86] See J. K. Rowling, "The Potter Family," Pottermore, accessed April 21, 2018. https://www.pottermore.com/writing-by-jk-rowling/the-potter-family.

Another family that could be considered upper-middle classed is the Granger family. Member of the Granger family is Hermione Granger. She is the only child of her parents who are both muggles and dentists. Character of Hermione never hinted anything specific about the family's income or wealth. Hermione was able to obtain new textbook, wand and robe to school, meaning that the family probably do not have financial problems with obtaining things like school supplies in comparison with the Weasley family. In *the Deathly Hallows* Hermione said that before she left home in order to accompany Harry and Ron on their journey to find the rest of the Horcruxes, she took out all of her Building Society savings.[87] The fact that the family could afford to save money for their daughter indicated that their financial situation was not alarming. Occupations of Hermione's parents were dentists. This occupation is usually classified as middle-class and it is necessary to have a proper education to do this job, so it is certain that Hermione's parents went to the university. However, according to the Great British Social Class Survey, dentists belong to the elite, not to the middle class. On the other hand, the survey concerning the new social classes was created in 2013 and the last book was published in 2007. From contemporary point of view, Hermione and her parents would belong to the elite, since dentist is was classified as the occupation of the elite. However, while writing the novels, it is more probable that Rowling's point of view was rather upper-middle classed. Hermione's character does not boast about money, ownership and does not have any traits (like powerful connections with important people) that would suggest that she belongs to the upper class.

4.2.2 Middle-middle class

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.[88]

The provided extract comes from the first book of the series and it also describes the very first family which has been introduced in the Harry Potter world – the Dursley family. Vernon Dursley, Harry's uncle, is a head of the company called the Grunnings and Petunia Dursley, Harry's maternal aunt, is a housewife. They live in a house in Surrey with their

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[87] See Rowling, *Harry Potter and the Deathly Hallows*, 165.
[88] See Rowling, *Harry Potter and the Sorcerer's Stone*, 1.

son Dudley and a nephew Harry. The Dursley's social status can be defined by their occupation, property and attitudes. Vernon's job as a chief of a drill company earns him a lot of money – Dudley receives a large quantity of toys annually on his birthday, they are able to buy a luxury car and they are able to send their son to a public school called the Smeltings. Vernon Dursley also went to the Smeltings which is a fictitious public school in Britain. Piippo suggests the family desires to be respected in the society, preferably being seen on a slightly higher level than the others, for instance neighbours. The family wants to succeed and mix into the wealthier upper-middle class community in order to by themselves expansive stuff like cars, which would be a material sign of success.[89]

Harry had therefore seized his chance in the first week of the holidays. While Uncle Vernon, Aunt Petunia, and Dudley had gone out into the front garden to admire Uncle Vernon's new company car (in very loud voices, so that the rest of the street would notice it too), Harry had crept downstairs, picked the lock on the cupboard under the stairs, grabbed some of his books, and hidden them in his bedroom.[90]

The Dursley family is very dependent on what society thinks of them, so it keens on keeping the perfect facade of a flawless and honourable family (trying to avoid existence of Harry because in the family's eyes he was not normal and he disgraced the family). The family is never happy with what they have and constantly seeks affirmation of their importance and positions.[91] Due to Vernon's job, his own and Dudley's education, and the family's need to be more successful, the Dursley's belong to the middle-middle class.

Another family which belongs to the middle- middle-class is the Weasley family. The family consists of 9 members, two parents and seven kids. Head of the family is Arthur Weasley. He is employed at the Ministry of Magic at the department of the Misuse of Muggle Artefacts. If his position was real and he would be working for an actual ministry in Britain, it is probable that he would be more respectable and well off. However, Arthur's position is not properly paid and sometimes is mocked by characters that belong mainly to the upper class, for instance, Lucius and Draco Malfoy.

"You've got a father and brother at the Ministry and you don't even know? My God, my father told me about it ages ago . . . heard it from Cornelius Fudge. But then, Father's always associated with the top people

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[89] Elizabeth E. Heilman, *Critical Perspective on Harry Potter* (Abingdon: Taylor & Francis, 2009), 67.
[90] J. K. Rowling, *Harry Potter and the Prisoner of Azkaban* (London: Bloomsbury, 2014), 3.
[91] See Heilman, *Critical Perspective on Harry Potter*, 67.

at the Ministry. . . . Maybe your father's too junior to know about it, Weasley . . . yes . . . they probably don't talk about important stuff in front of him. . . ."[92]

It was said by his son Ron that he was offered a promotion, but Arthur denied it since he likes his job too much because of his fondness for muggle stuff. Nevertheless, the position at the Ministry of Magic granted him a middle-class status. Arthur's wife Molly is a housewife. It is a never said why she does not do any job, but since she has seven children it is possible that she was busy to take care of them. The family rather belong to the middle part of the middle class because of Arthur Weasley's job, though their financial situation and ownership slightly inclines to the lower-middle class.

It looked as though it had once been a large stone pigpen, but extra rooms had been added here and there until it was several stories high and so crooked it looked as though it were held up by magic (which, Harry reminded himself, it probably was). Four or five chimneys were perched on top of the red roof. A lopsided sign stuck in the ground near the entrance read, THE BURROW. Around the front door lay a jumble of rubber boots and a very rusty cauldron. Several fat brown chickens were pecking their way around the yard.[93]

The family lives in a house which is chaotic, old and seems like it does not fall apart only thanks to the various spells. Readers are also introduced to the financial status of the family. In the first book, Draco Malfoy mocks Ron for his shabby habit. Ron also inherited his wand after his older brother, because his family did not have enough money and could not afford to buy him his own wand. In *the Chamber of Secrets*, Harry saw the Weasley's vault at the Gringotts Bank which was entirely empty, only a few coins were left there. The family has to buy many things at second-hand, for example, textbooks, robes or formal clothes.

However, concerning the Weasley family, there can be seen the social class mobility typical for British social class system. Fred and George Weasley open their own store which becomes very popular so they earn themselves a lot of money, and this might shift them to the upper-middle class. They are the example of people who can work their way up and become more financially and socially secure. Fred and George can afford their own apartment, they are also able to buy new luxury clothes etc. Also, Bill Weasley works for

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[92] See Rowling, *Harry Potter and Goblet of Fire*, 169.
[93] J. K. Rowling, *Harry Potter and the Chamber of Secret*, 32.

the Gringotts bank in Egypt and his status is described differently as he displays more financial power.[94]

4.3 Working class

One of the representatives of the working class is Rubeus Hagrid. Gamekeeper of the Hogwarts was born to a wizard and giantess. His origin has had an impact on his appearance - in 12 years he was bigger than his own father. While he was in his second year in Hogwarts, he was wrongfully accused of killing his classmate Myrtle. Because of this, he was expelled from the school and his wand was destroyed (however, it is revealed that he has been keeping it secretly for years). This means that he never received proper magical education and was not able to find himself any respectable job. Though he was not able to study anymore, he became gamekeeper at Hogwarts and stayed there ever since. In *the Prisoner of Azkaban*, he became a professor of Care of Magical Creatures. Though he does not have the proper education, he achieved this position probably due to his knowledge of many creatures which live in the Forbidden Forest. Hagrid lives in a school estate in a hut with his dog Fang. Though the hut is very small, it is depicted as a cosy place with a fireplace where Harry and his friends like to spend time. Hagrid's social status has been mocked many times in the book, especially by people from upper classes such as the Malfoys, Dolores Umbridge and others.

"Yes, exactly. I heard he's a sort of savage -- lives in a hut on the school grounds and every now and then he gets drunk, tries to do magic, and ends up setting fire to his bed."[95]

These sentences from the book refer to a very first conversation between Draco and Harry. In this part, Draco makes fun of Hagrid and his lifestyle. Though the reference to trying to do a magic is considered mainly as a mockery, it is highly probable that Hagrid is not that skilled and erudite wizard. For instance, when he wants to punish Harry's cousin Dudley Dursley, he is cack-handed and casts the spell incorrectly. As a result, Dudley was not transformed into a pig, which was the main intention, but he has only grown a pigtail.

Hagrid keeps in his hut many magical things which are valuable and precious. However, he is not aware of that, but it is also possible that he does not care about its

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[94]See Heilman, *Critical Perspective on Harry Potter*, 155–6.
[95] See Rowling, *Harry Potter and the Sorcerer's Stone*, 78.

value. It could be assumed that he could sell it and thus improve his financial situation and make some extra money.

> "That's never unicorn hair, Hagrid?" "Oh, yeah," said Hagrid indifferently. "Gets pulled out of their tails, they catch it on branches an' stuff in the forest, yeh know…" "But my dear chap, do you know how much that's worth?" "I use it fer bindin' on bandages an' stuff if a creature gets injured," said Hagrid, shrugging. "It's dead useful… very strong." Slughorn took another deep draught from his mug, his eyes moving carefully around the cabin now, looking, Harry knew, for more treasures that he might be able to convert into a plentiful suply of oak-matured mead, crystalized pineapple, and velvet smoking jackets...[96]

On the excerpt, readers can observe Hagrid's attitude towards the property and belongings. Hagrid's point of view of those things is obviously more practical and he rather uses it as a tool for helping the animals in the Forbidden Forest. Grimes suggested that though Hagrid's socioeconomic class is lower than for example Harry's, Hagrid is morally superior to many other characters in the novels (especially characters from the upper class).[97]

Another proof of Hagrid being a working-class member is his accent. His manner of speech is noticeably different than the language of other people. For example: "Blimey, Harry, I keep forgettin' how little yeh know -- not knowin' about Quidditch!"[98] His speech belongs to lower class English because he does not pronounce the final consonants or lets out whole syllables.[99] His way of life, lack of education and rather an inferior job as a gamekeeper make him a working-class member.

Another example of a working-class character is Remus Lupin. Best friend of James Potter, Harry's father, Lupin was bitten by a werewolf when he was a child. He was facing an unfavourable future because it was not very likely that he would be accepted to Hogwarts under his condition. But when Dumbledore became a headmaster, he gave Lupin the opportunity to get the same education as his peers. However, after he finished his studies, he found it difficult to get himself a proper job because of his illness. When he appears in the series, his clothes are described as a worn-out and darned which points out

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[96] J. K. Rowling, *Harry Potter and the Half-Blood Prince* (New York: Scholastic, 2005), 486.
[97] See Whited, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, 92.
[98] See Rowling, *Harry Potter and the Sorcerer's Stone*, 79.
[99] Claudia Fenske, *Muggles, Monsters and Magicians: A Literary Analysis of the Harry Potter* (Bern: Peter Lang, 2008), 56.

on the fact that he probably does not make enough money to buy himself new clothes. It is also assumed that being a werewolf highly decrease his social status.

> This time tomorrow, the owls will start arriving from parents....They will not want a werewolf teaching their children, Harry. And after last night, I see their point.[100]

In *the Prisoner of Azkaban*, he tells Harry that he is leaving his job as a teacher because parents would not approve a werewolf teaching their children since werewolves are considered dangerous and a scum of the society. So though the teacher is an occupation which would be in the British social class system considered rather middle-class, it cannot be completely assumed that Lupin belongs there. His social status which is defined by him being a werewolf classify Lupin as a working class member.

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[100] See Rowling, *Harry Potter and the Prisoner of Azkaban*, 450.

5 SECONDARY EDUCATION IN THE HARRY POTTER SERIES

Since the major part of the Harry Potter series revolves around Harry growing up in a school environment, the audience is properly introduced to the history, system and everyday life in Hogwarts School of Witchcraft and Wizardry. Though the education which is introduced in the novels is in many terms different from the real British one, there are still some similarities, for instance, types of exams, boarding type of schools and traditions. This chapter will describe not only similarities but also differences between Hogwarts and real-life British secondary schools.

Children are, as Hagrid noted in the first book, enrolled since they are born. Only witches and wizards are able to go there, muggles cannot be approved. All children who possess magic abilities are accepted to the school and there are no acceptance exams. Parents have also option to educate their children at home since education in Hogwarts is not obligatory. Similarly to the British secondary schools, children start to attend Hogwarts when they turn eleven.

There are many private and state secondary schools in Great Britain. However, in the whole United Kingdom exist only one magic school – Hogwarts School of Witchcraft and Wizardry. According to the book series, there are three known magic schools in Europe – Beauxbatons Academy of Magic, Durmstrang Institute and Hogwarts. However, it is probable that there are more than three schools in the magic world. Not only because of commuting, but also because of language, traditions etc. Apart from Hogwarts, it can be assumed that Beauxbatons Academy of Magic and Durmstrang Institute are the most famous in Europe since they compete with each other in Triwizard Tournament. Beauxbatons Academy of Magic is a school which is based probably in France since its pupils speak French and Fleur Delacour, who attended Beauxbatons, is also from France. Residence of Durmstrang Institute is never mentioned. However, it is believed that the school is situated somewhere in eastern or north-eastern Europe according to school warm robes with fur which the students wore and also because of their accent. The weather there is estimated to be colder than the British one because Viktor Krum, a participant of Triwizard Tournament for Durmstrang Institute, stated that even it was February and presumably cold, the water in the pond in Hogwarts estate seemed warmer to him opposite to what he was used to in his homeland.

According to An Appraisal of Magical Education in Europe, it puts a lot of emphasis on the Dark Arts." "I think I've heard of it," said Ron vaguely. "Where is it? What country?" "Well, nobody knows, do they?"

said Hermione, raising her eyebrows. "Er — why not?" said Harry. "There's traditionally been a lot of rivalry between all the magic schools. Durmstrang and Beauxbatons like to conceal their whereabouts so nobody can steal their secrets," said Hermione matter-of-factly.[101]

Like it was said by Hermione in the extract, the exact locations of the schools are unknown. The existence of the rest of the magic schools in Europe is not revealed. Hermione mentioned that she read *An Appraisal of Magical Education in Europe*, so the probability of the existence of more schools is high.

Education in the Harry Potter world is not compulsory at any stage. Parents can choose whether they want to educate their children at home, or if they send their children to Hogwarts. Parents from real-life Britain can also educate their children at home, if their children are educated properly. Also, after students take O.W.L.'s, they are not obliged to stay at school. Example of that are George and Fred Weasley, who stopped to attend school and opened their own store. In contrary, secondary education in Britain is obligatory for students from eleven to sixteen years and after that, they have to stay at school, start apprenticeship etc. (see chapter 2) until they turn eighteen. In terms of obligatory education, this is one of the main differences between British education in real life and magical education in Harry Potter novels. This law that children have to stay educated in some form until they are eighteen started to apply in 2014 so the Harry Potter novels were not influenced by that because during the publication of the novels (the last book being published in 2007), students in Britain could leave school when they were sixteen.

5.1 Private School Aspects

As it was suggested by Pico Iyer, Rowling did something very charming by portraying traditional English public schools in a magical light, making it curious for the people from outside.[102]However, what influenced Rowling's writing of the novels was not her own experience since she never attended the public. David K. Steege even suggested that

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[101]See Rowling, *Harry Potter and the Goblet of Fire*, 166.

[102] See Pico Iyer, "The Playing Fields of Hogwarts," The New York Times, October 10, 1999, accessed April 6, 2018, https://archive.nytimes.com/www.nytimes.com/books/99/10/10/bookend/bookend.html.

Rowling's story is not based on the real British public schools, but rather on the "public school stories", which have a long tradition in Britain.[103]

A typical feature of the British private schools is that they are boarding schools (nowadays, most of private schools are not boarding types; however, the most famous private schools such as Eton are still boarding schools). Students usually do not commute to school on a daily basis and they live in halls of residence. In Hogwarts, students go to school on the 1st of September and return home on 30th of June. Optionally they can go home for Christmas; otherwise, they stay at school for a whole year. Hogwarts School is divided into four houses, which means that there are four separate dormitories. Hogwarts houses are called Gryffindor, Hufflepuff, Slytherin and Ravenclaw and they are named after founders of the school. Each house is led by a housemaster. Division on houses is a similarity which Hogwarts and British private schools share (see chapter concerning Private Secondary Schools).

Hogwarts and real-life British boarding schools influenced each other. After publishing the novels, British boarding schools noticed increased interest of kids who suddenly wanted to study at boarding schools to be just like Harry, Ron and Hermione. Nick Ward, who is chairman of the Boarding School Association of Great Britain, described it as the Harry Potter effect.[104]

Although the books focus mainly on magic schools, readers have also an insight into the muggle secondary schools. Dudley Dursley attends the secondary school called Smelting which is a public school and a boarding type of school. His father, Vernon Dursley attended the same school. This is a case which is very similar also in real British public schools. It is a common aspect of private schools that children study the same school as their parents. As Storry and Childs suggested, shared values of hard work and educational attainment are passed on through the generations.[105]

5.2 State School Aspects

In Great Britain, students attending state schools do not have to pay any tuition. Students of Hogwarts are also not obliged to pay any fee, so all families can afford it. This

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[103] See Whited, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, 141.

[104] "Harry Potter's Strange Secret of Hogwarts: He Gets Kids to Enroll in Boarding Schools," CRC Health, accessed April 29, 2018. https://www.crchealth.com/youth-programs/harry-potter-effect/.

[105] See Storry and Childs, *British Cultural Identities*, 184.

information was confirmed by Rowling, who stated on her Twitter account that all expenses are covered by the Ministry of Magic.[106]The only supplies which are not provided by the school are textbooks, wands and other tools necessary for studying.

There is an exception for children who are for example orphans or extremely poor. Those children are provided some money to cover basic expenses on school supplies.

> When he had finished, he turned to Dumbledore and said baldly, "I haven't got any money." "That is easily remedied," said Dumbledore, drawing a leather money-pouch from his pocket. "There is a fund at Hogwarts for those who require assistance to buy books and robes. You might have to buy some of your spellbooks and so on secondhand, but —"[107]

Example of that was Tom Riddle (former name of Voldemort). He stayed in an orphanage for all his life, not knowing anything about magic. He also did not have any money from his ancestors. When he was visited by Dumbledore, he was told that there exists a special fund for cases like his. Thanks to the fund, he was able to buy himself all school supplies.

Usually, both girls and boys attend British state schools. This is a feature that both Hogwarts and state schools have in common since public schools used to be usually only for boys or girls. As it was suggested by Tom Brown, Rowling modernized a modified the tradition of British public schools in order to make it more pleasing to the contemporary audience. One of those modernizations was that Hogwarts is a coeducational institution, meaning that girls and boys do not go to separate schools.[108]

5.3 Exams and the Grading system

The most important exams in the wizarding world are Ordinary Wizarding Level and Nastily Exhausting Wizarding Test (usually abbreviated to O.W.L. and N.E.W.T.). Students take the O.W. L. exam in their fifth year of study. The exam comprises of several theoretical and practical tests, the exact number corresponds to the number of obligatory and elective subjects the student attended.

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[106] J. K. Rowling, Twitter post, July 17, 2015, 11:59 a.m., https://twitter.com/jk_rowling/status/622118373061709824.
[107] See Rowling, *Harry Potter and the Half-Blood Prince*, 274.
[108] See Whited, *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, 153.

Exam N. E. W. T. is taken in the seventh year of studying and, in comparison to O. W. L.'s, it is not obligatory. This exam helps students to reach their dream job which requires higher certification. For example, Harry wants to become an Auror – a prestigious job at the Ministry of Magic. To become one, it is necessary to score the best grades in five subjects.

Exam O.W.L. could be considered an equivalent of the GCSE because of their similarities. Students taking GCSE and O.W.L. are usually of the same age - sixteen years. It is probable that Rowling's intention was to create and exam which would give magic population similar qualification as GCSE gives to non-magic one. Similarly, the exam N.E.W.T. could be considered equivalent of British exam A-Levels. Both exams are taken at the same age 18 years old and, as it was said in connection with O.W.L., N.E.W.T. could serve the same purpose as A-Levels, thus qualifying the magic population. Samuel James also compares the O. W. L. exam with GCSE, saying that both exams could be considered irrelevant in the future of the students, as there are higher education qualifications such as N. E. W. T and A-levels.[109]

The main difference between the real British grading system and the one from Harry Potter series is the number of grades that students can get. Students in Britain can receive one of eight grades (from A* to G), while at Hogwarts students can one of the six grades (from O to T). However, the thing they have in common is the degree of the acceptance of grades. As it was stated in the second chapter which concerned the secondary exams in Britain, only grades from A* to C are acceptable. At Hogwarts it is similar, because only grades from O to A are acceptable.[110] The following chart describes a range of grades which the students of Hogwarts can receive.

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[109] See Samuel James, "How is the Harry Potter Universe an Alternate Existence of British Society and Education?" ScreenPrism, February 2, 2016. Accessed April 29, 2018, http://screenprism.com/insights/article/how-is-the-harry-potter-universe-an-alternate-existence-of-british-society.
[110] See Rowling, *Harry Potter and the Half-Blood Prince,* 102.

O.W.L. Grading
O = Outstanding
E = Exceeds Expectations
A = Acceptable
P = Poor
D = Dreadful
T = Troll

O. W. L. Grading System 1[111]

5.4 Traditional Features of British Secondary Education as Presented in Harry Potter

Similarly to the British secondary schools, Hogwarts is also associated with some aspects which are typical for education in Great Britain.

5.4.1   Uniforms

Though there is no law which would require wearing uniforms at schools, it was found in 2007 by the Department for Education that almost 98 per cent of British schools require their students to wear them.[112] Hogwarts School of Witchcraft and Wizardry is no exception. All students are required to wear uniforms during the school day. Uniforms consist of a black robe, white sleeve shirt and a tie in the colour which corresponds with student's house (yellow-black for Hufflepuff, red-black for Gryffindor, blue-black for Ravenclaw and green-black for Slytherin). Students do not have to wear robes in their free time when they are for example in their common rooms or when they visit Hogsmeade, the village near Hogwarts.

The example of the uniforms being a tradition in British school can be seen also while concerning a muggle school Smeltings, which attended Dudley Dursley. In the first book, Dudley prepared for the new school and obtained a uniform.

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[111] See Rowling, *Harry Potter and the Half-Blood Prince*, 102.
[112] "The politics of the school uniform," The Independent, August 30, 2011, accessed April 6, 2018, https://www.independent.co.uk/news/education/the-politics-of-the-school-uniform-2346367.html.

Smeltings' boys wore maroon tailcoats, orange knickerbockers, and flat straw hats called boaters. They also carried knobbly sticks, used for hitting each other while the teachers weren't looking. This was supposed to be good training for later life.[113]

Uniforms were worn also by the students of Beauxbatons and Durmstrang. Although they were foreigners, students wore uniforms, which is a feature not very frequently seen in the foreign countries. However, it is probable that Rowling was influenced by being British and since in Britain are uniforms very common and considered normal, it could be the reason why she decided to let characters of foreign students also wear uniforms.

5.4.2 Honourable Positions of the Hogwarts Students

Public schools in Britain are associated with terms such as head boy or head girl and prefects. These students are considered the best students.

"Thanks," said Hermione. "Erm – Harry – could I borrow Hedwig so I can tell Mum and Dad? They'll be really pleased – I mean, prefect is something they can understand – "[114]

After being informed that she has become a prefect, Hermione was very happy and suggested that her non-magic parents would be pleased too, since both in magic and in non-magic school it was an honour. She and Ron received this position when they started their fifth year at Hogwarts and continued to be prefects until the end of their sixth year.

In the seventh year of their studies, selected students of Hogwarts can become Head boy and head girl. In the novels, it can be observed that usually students who were prefect become head boy or head girl in their seventh year. If Ron or Hermione would become Head boy and girl is unknown, since they did not attend school for their final year, but Percy Weasley, brother of Ron, was prefect and then became the Head Boy.

She pointed to the brand-new silver badge on Percy's chest. "Second Head Boy in the family!" she said, swelling with pride.[115]

With regard to the last two extracts, becoming a prefect and head boy or head girl is connected with pride an honour not only at school but also in the family.

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[113] See Rowling, *Harry Potter and the Sorcerer's Stone*, 32.
[114] J. K. Rowling, *Harry Potter and the Order of the Phoenix* (New York: Scholastic, 2003), 165.
[115] See Rowling, *Harry Potter and the Prisoner of Azkaban*, 66.

CONCLUSION

The main goal of the thesis was to describe British social class system and secondary education and its portrayal in the Harry Potter novels. The social class system in Britain has considerably developed through the history, so the thesis focused on periods which influenced the system the most, for example the Norman period, medieval times and the Industrial revolution. Though the class system is an issue which may seem outdated, it has been preserved in Britain for centuries. Even in nowadays Britain, the class system portrays the quintessential element of British life, though the government endeavours to create a class-free society. The thesis also focused on how the particular classes can be identified. For instance, the main features which determine the class are occupation, wealth, ownership, attitude and values. Afterwards, the thesis focused on the division of the class system on the upper class, the middle class and the working class. Though the class system is generally divided into three parts, nowadays it is more fragmented, so the author described contemporary division of the social class system using the Great British Social Class Survey. British class system managed to survive due to its flexibility, which is closely connected with the social mobility. The social mobility is an important issue within the British society because people can work their way up when they are not satisfied with their class and social situation. However, it is not always easy and options of social mobility are limited.

British social class system is closely connected with the education. It shapes person's mind, attitude and future. Secondary education portrays an important stage of education because it influences decisions and steps that people make towards their future. British secondary education is divided into state and private sector. Both sectors have their advantages and disadvantages, for instance, students attending state secondary schools do not have to pay any tuition fee. On the other hand, though public schools require expansive tuition, they are known for providing more qualitative education than state schools. Besides description of the British secondary state and private schools, author also analyzed traditions associated with British schools such as uniforms and honourable positions (prefects and head boys or head girls) of the students.

Rowling's portrayal of the social class system is very similar to the British one. Though the target audience are mainly children whose main purpose of reading the Harry Potter novels is to entertain themselves, Rowling managed to depict the social class system, which is an issue closely connected with British society. In the novels, the reader

can observe all social classes typical for Britain. The upper class and aristocracy, which is identified by wealth, property and heritage, is portrayed mainly by the Malfoy family. The upper class was portrayed also by the Black family and descendants of the founders of Hogwarts School of Witchcraft and Wizardry. The middle class is portrayed by the majority of the characters. The main representatives who were analyzed in the thesis are Harry Potter, the Dursley family, Hermione Granger and Ron Weasley. The central trio and their families portray particular parts of British middle class mainly because of their occupations (dentists, head of the company or the Ministry of Magic employee). The working class in the novels is portrayed mainly by Hagrid and by Remus Lupin. They are the main representatives of the working class mainly due to their poverty, the social status (Lupin being a werewolf and Hagrid's lack of education) or accent (Hagrid and his pronunciation of words).

British secondary education as presented at the Hogwarts School of Witchcraft and Wizardry is a mixture of both private and state sector. While creating Hogwarts, Rowling acquired many features from the private schools. Mainly it was the boarding type of the school. Feature representing state schools is a schooling which is tuition-free and affordable for all students. It cannot be said whether private or state sector play a predominant role in Hogwarts. If the private schools were not coeducational (as they used to be in the past), it could be assumed that the state schools aspects would prevail. However, both private and state school are usually coeducational in contemporary Great Britain. Also, traditions like uniforms and honourable positions are associated with both real-life British state and private secondary schools. Rowling created her own grading system and exams which have different names, but they are equivalents of the British ones. For instance, O.W.L is an equivalent of the GCSE and N.E.W.T. is an equivalent of A-levels. Positions like prefect and head boy or head girl in Hogwarts are almost identical to those that are used in real British secondary schools because in both real-life and magical Britain these positions serve the same purpose and are considered honourable for students. Though British secondary education and Hogwarts share a lot of similarities, they are not completely identical and sometimes they are discrepant - for example, Hogwarts School of Witchcraft and Wizardry is a mixture of private and state sector – in Britain, it cannot be both. In addition, British students are obliged to stay at school or some other form of education until they are eighteen years old. Students from the Harry Potter world do not have to stay at school until they are eighteen and they may leave it sooner.

Nevertheless, while it may not be Rowling's prior intention, she managed to portray in her books aspects like the social class system and secondary education which were influenced by the British society. Being British herself, it is no wonder that Rowling successfully depicted these issues with a great touch of magic.

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LIST OF TABLES

LIST OF ABBREVIATIONS

GCSE	General Certificate of Secondary Education
N. E. W. T.	Nastily Exhausting Wizarding Test
O. W. L.	Ordinary Wizarding Level
RP	Received Pronunciation