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**THE ROLE OF WOMEN IN THE SOCIETY DURING THE EARLY
NINETEENTH CENTURY AND THE OPPOSITION OF JANE AUSTEN
TO THE ROLE OF WOMEN IN *MANSFIELD PARK***


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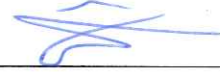
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ABSTRACT

THE ROLE OF WOMEN IN THE SOCIETY DURING THE EARLY NINETEENTH CENTURY AND THE OPPOSITION OF JANE AUSTEN TO THE ROLE OF WOMEN IN *MANSFIELD PARK*

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Jane Austen is a writer focusing on the social problems of her era. She lived in the late-eighteenth century and the early-nineteenth century. There were some social points which she strongly opposed in her period. In her novel *Mansfield Park*, Jane Austen mainly opposed the social roles of women in the early-nineteenth century. In this century, it was not easy for women to take part in social life. Education and business life were terms far away for women. A woman who wanted to take a good education had to face with many struggles. However, Jane Austen mainly focused on this fact in her novel, using her character Fanny Price in order to show how women could be successful in social life.

The aim of the present study is to demonstrate that Jane Austen uses Fanny in *Mansfield Park* in order to teach her society how women can become an active person in the society. Through examining *Mansfield Park* from this perspective, it is seen that Jane Austen made great effort to show that women could have a good education and have a good place in the society.

Throughout *Mansfield Park*, Jane Austen shows her readers the human relationships especially within middle and upper-classes in the society. By creating Fanny in her novel, she wants to show women's strength and abilities and while doing it, Jane Austen uses a realist point of view in *Mansfield Park* .

Key Words: Jane Austen, Mansfield Park, Fanny Price, the early nineteenth century, The Role of Women in Social Life, Marriage

ÖZ

ERKEN ON DOKUZUNCU YÜZYILDA TOPLUMDAKİ KADINLARIN ROLÜ VE JANE AUSTEN’İN UMUT PARKI (MANSFIELD PARK) ROMANINDA KADINLARIN ROLÜNE KARŞI ÇIKIŞI

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Jane Austen çağının sosyal sorunlarına odaklanan bir yazardır. Geç on sekizinci yüzyıl ve erken on dokuzuncu yüzyıl arasında yaşamış, bu dönemde güçlü bir şekilde karşı çıktığı bazı sosyal olaylar olmuştur. *Umut Parkı* adlı romanında Jane Austen, temelde erken on dokuzuncu yüzyılda kadınların sosyal rollerine karşı çıkmıştır. Bu yüzyılda kadınlar için sosyal yaşamda yer almak kolay değildir. Eğitim ve iş hayatı kadınlar için uzak kavramlardır. İyi bir eğitim almak isteyen bir kadın, birçok sorunla karşılaşmak zorunda kalmıştır. Ama Jane Austen, Fanny Price karakterini kullanarak kadınların sosyal hayatta başarılı olabileceklerini göstermek için romanında bu gerçek üzerine odaklanır. *Umut Parkı* romanında Jane Austen okuyucularına özellikle toplumda orta ve yüksek sınıflar arasındaki insan ilişkilerini gösterir.

Bu çalışmanın amacı Jane Austen’in *Umut Parkı* adlı romanında Fanny karakterini kadınların toplumda nasıl aktif olabileceklerini göstermek için kullandığını öne sürmektir. Jane Austen’in *Umut Parkı* adlı eseri bu açıdan incelendiğinde kadınların iyi bir eğitime ve toplumda iyi bir yere sahip olabileceklerini göstermek için ana karakterin büyük çaba sarf ettiği görülür.

Romanında Fanny karakterini yaratarak Jane Austen kadınların güçlerini ve yeteneklerini göstermek ister ve bunu yaparken de Jane Austen romanında gerçekçi bir bakış açısı kullanır.

Anahtar Kelimeler: Jane Austen, Umut Parkı, Fanny Price, erken on dokuzuncu yüzyıl, sosyal hayatta kadınların rolü, evlilik

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INTRODUCTION

Jane Austen is a well-known English writer who wrote novels with a detailed analysis of the social life of her period. She also wrote stories and she imitated the social life with humor and a fine sense of caricature in her stories. Jane Austen used an ironic language and showed an ironic awareness of the tensions between naturalness and formality. She was eyewitness to the known issues in the early-nineteenth century. This century was important in Jane Austen's novels because the social life's pictures were drawn in Jane Austen's novels. The scenes she portrays and her writing style are very clear in her novels. She was one of the middle class people; she herself was from neither the lowest nor the highest group of people; as a result of this, she could learn the world of social pretension and ambition of her time and she was able to reflect this in her novels. Her novels' main materials were from daily routines like shopping, sewing and gossiping (Daiches, p. 744).

Jane Austen wrote a lot of novels in the early nineteenth century. Jane Austen's famous novels are *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Persuasion* and *Mansfield Park*. The theme of Jane Austen's novels is very clear: The middle class people of the early nineteenth century, their marriages, their family lives, and their economic lives are depicted in all her novels.

In *Sense and Sensibility*, the theme is two sisters' love and marriage events. Elinor represents "sense"; on the other hand, Marianne represents "sensitivity". Marianne expresses her feelings very clearly and she does not want to suppress her feelings. Elinor balances her feelings with her mind. Austen depicts early nineteenth century women in the domestic field. In her novels, the girls do not work. Their main aim is a good marriage. They must play the piano, draw, and sing songs in order to marry a suitable man. Boys are very comfortable and if they have enough money, they are loved by their society. In this novel, Elinor marries with Edward and Marianne marries with Colonel Brandon.

Jane Austen observes the society's perception of women. In her novels, marriage is an important theme. While reading *Emma*, the reader also sees this event. It is the story of a rich and a clever girl. Emma never leaves her father because Emma's sister gets married and her father feels himself very lonely after this. Emma shows matchmaking efforts during the novel. She decides to arrange a suitable man who is suitable for marriage to Harriet Smith, who is Emma's best friend. Emma finds a lot of men for Harriet. However, Harriet falls in love with Mr. Knightley. At the same time, Emma falls in love with Mr. Knightley after Harriet tells Emma her feelings towards Mr. Knightley. Mr. Knightley also loves Emma. He proposes marriage to Emma. However, Emma does not want to leave her father. Mr. Knightley decides and moves to Emma's home. In *Emma*, the societal status differences are told and these differences are important in the early nineteenth century. In this century, marriage was seen as one of the main ways in which a person could raise his/ her social status. Raising social status is important for the women of the age because they can not raise their social status by working. The women can raise their social status by marrying suitable men. In *Emma*, we see Mr. Weston's and Miss Churchill's marriage. They divorce because of the economic situations. Mr. Weston is a tradesman. However, Miss Churchill is from a wealthy family. Then, Mr. Weston marries Mrs. Weston. In this marriage, he becomes happier than before because their economic condition and social status are the same. In the novel, we see other characters like Frank Churchill and the orphan Jane Fairfax. They get engagement with each other. However, Frank Churchill keeps it as a secret because his aunt will not approve of this engagement. At the end of the novel, Emma and Mr. Knightley get married and the reader also sees their marriage is suitable because their social class is equal. Shortly, the social status and marrying a suitable man or woman are very important things in the early nineteenth century novel and we see it in *Emma*.

In the early nineteenth century, gossiping, dances, shows, fashion were terms that are important. In *Northanger Abbey*, we see these terms. The heroine Catherine comes to Bath. She meets with Isabella there and they become best friends. Catherine enters the social world with gossiping about Isabella. There are balls, dances, shows, fashion and gossiping in the social world of Bath. The reader also sees the

importance of economic conditions and social status in *Northanger Abbey*. Catherine falls in love with Henry. She meets with Eleanor, who is Henry's sister and Eleanor and Catherine become good friends. Eleanor and her father, General Tilney invite Catherine to visit their home and Catherine accepts this invitation. After returning to her home, she goes to Henry's home again. Henry's father hears that Catherine and Henry will marry. General Tilney does not approve this marriage because he hears from John that Catherine is a poor girl. However, General Tilney wants to have a wealthy wife for his son, Henry. After Tilney learns about Catherine's true financial situation, he approves their marriage and Catherine and Henry marry at the end of the novel. The reader also meets with Isabella in *Northanger Abbey*. Isabella wants to marry a rich man. Thus, she leaves James and Isabella prefers Frederick because Frederick is richer than James. In the early nineteenth century, girls want to marry a man like Frederick because of his financial position. Isabella is one of them and she gives importance to money and economic position.

Moneyless young ladies, who depend on their good looks to secure themselves a suitable marriage, must always beware of equally moneyless men. These men are brave men and they only offer for the ladies bravery. The suitable marriage means economic and social security for these young ladies (Daiches, p. 746). In *Pride and Prejudice*, we see Mrs. Bennet, who has got three single daughters. She wants that her daughters marry rich men. At the end of the novel, the reader easily sees this mother's happiness because Jane marries Mr. Bingley and Elizabeth marries Darcy. These men are known as rich people in the society. As a result of this, Mrs. Bennet is very happy because every mother wants her children's marriage with a person who has got a good economic situation in the early nineteenth century. Jane Austen criticizes class differences between middle class and high class people in *Pride and Prejudice*. She shows us the power of love with her novel and we see that the power of love overcomes class differences in this novel.

Among Jane Austen's books, the other one is *Mansfield Park*. It is a novel reflecting characteristic properties of social life in the early nineteenth century. In this century, women were not allowed to participate in the social life. Men were obliged to work and main duties of women were staying at home and growing

children. It is something unusual to see a woman taking part in the social activities such as working, higher education, etc. There are some examples of women working and taking part in education during the later years of this century. However, it is still at a limited level. In general, men are dominant and they work, earn money and make decisions about what to do in both family and the society. Especially work life and education were mainly dominated by men. Women were generally educated at home in the fields of music and drawing. These differences are seen very well in Jane Austen's novel *Mansfield Park*.

In Jane Austen's novels, some common features are seen by the readers. In all her novels, the women are observed in a detailed way. While doing this, Jane Austen looks at women with a different point of view from the early nineteenth century. The women are the basic themes in her novels. They are evaluated with all their aspects.

Education is important for the women in Jane Austen's work. Most young women were educated in different ways at her time. According to Sullivan, a young lady learns history, language and geography from a good governess and she is able to draw, sew, do fancy needlework, play the piano and carry herself with confidence and elegance with the help of a good governess. Sullivan says that about this point:

The governess stayed with the family until all the young ladies of the house were married, and sometimes she remained in a family's employ as a companion to the mother or unmarried daughters (Sullivan, p.17).

It is known about the century that mothers used to give education to their daughters. Girls learnt to read, write and do basic arithmetic from their mothers. Furthermore, they learnt a lot of things from their fathers, especially if their father was a member of the clergy. Education that was given to them was the main source of the formal education unless the girl did not have a good governess or she was not sent to school around ten. Additionally, the girls in the nineteenth century took education from the experts. These experts taught girls music, drawing, languages and dancing. It was seen that these experts were generally found in the cities. Girls could also learn new things at the schools. When girls did not have teachers who taught

history, geography and languages in their homes, they were sent away to schools from age ten to age eighteen. There were schools in London or Bath and these schools were formal schools in the early nineteenth centuries. Girls could learn music, drawing, needlework and the rules of moving, dressing and behaving via these schools. (Sullivan, p.21).

In the early nineteenth century, there were some rules in order to become a perfect and a successful woman. Jane Austen tells her readers in her novel about the success of women that:

It is amazing to me,” said Bingley, “how young ladies can have patience to be so very accomplished as they all are ... They all paint tables, cover skreens and net purses. I scarcely know anyone who can not do all this, and I am sure I never heard a young lady spoken of for the first time, without being informed that she was very accomplished. (Pride and Prejudice)

It became an unchanging fact in the nineteenth century that successful young ladies were attractive to gentlemen. A perfect girl for men should play the piano, translate Italian songs and paint tables. However, a girl should pass an intensive training process in order to have such abilities. This training process began in childhood and went on until girls married. After girls took education, they could read music, translate love songs, acquire the information of history and geography, draw and paint. Men used to prefer such girls to marry because they thought these girls could entertain their husbands and his guests in the evenings. Girls should know how to do needlework in order to become a good woman whose main duty was to make her husband’s shirts, trousers and mending his clothes. However, if a woman could bring a fortune in her marriage, her husband might use this fortune while the woman lived. Her fortune was divided among her children when the woman died. Hazel Jones says about heritage that:

A single man in possession of a good fortune was not in want of a wife, unless he chose to be. Inviting a woman to dance or proposing marriage, was, as Henry Tilney points out to Catherine Morland in

Northanger Abbey, the man's privilege, but in his choice of a wife he had to think beyond his initial inclinations and the superficial obligations of the dance floor. Few men could act completely independently, unless they were very rich, very foolish, or had no family to consider (Jones, p.7).

Because women had not a right to talk in the society during the early nineteenth century, they could try to find a suitable husband for themselves. Lack of money was the reason of unhappiness in marriage. The most important decision for girls was to choose a proper husband during their lives. Hawkrige says that:

Until fairly recently, women had to rely entirely on men for their status and comforts, so that they would have always expected to try to marry if they possibly could. And this was the area in which Jane subscribed to an opinion two centuries in advance of her time (Hawkrige, p. 16).

Divorcing was a very difficult situation in the early nineteenth century and it was seen very rarely during this century. Men were very dominant and they could control their marriages and the fortune. Because getting married a man was a difficult decision, women had to ask some questions to themselves while deciding to marry. One of the questions was about men's economic position. Women generally preferred marrying rich men. They observed men and they tried to understand their principles. Thus, women wanted to find proper men for themselves. They preferred having a handsome and sensible men in order to marry. Sullivan says at this point that:

One would not wish for a silly or stupid husband. However, if one wishes only for an establishment of one's own, at least ne sure he is not stubborn as well. If he is easily conrolled, you can contrive to almost entirely avoid being in his company (Sullivan, p.110).

Women had to please men in their marriages because their present and future economic security laid in their husbands' hands. The happiness in marriage was only possible with the acceptance of male dominance (Jones, p.59). The duty of a woman

was seen as having children and looking after their children. There were some fields restricted in number where women could work. Agriculture was very important at Jane Austen's time and it was the main source of employment for women who lived in the country. Women were better paid by working in the farms. However, they had to work from the morning until the night (Weldon, p. 36).

In contrast to these facts in the early nineteenth century, Jane Austen believed that the wife and the husband must become under the same conditions in order to provide a happy marriage. If the relationships among people were equal, their marriages could continue for long years. Dadlez says that:

Mr. Knightley speaks to Emma Woodhouse of their having every right that equal worth can give to be happy together. Later, as Mrs. Weston reflects on the promise of felicity in that union, she considers that it was all right, all open, all equal. Elizabeth Bennet asserts her equality with Darcy during her confrontation with Lady Catherine: "He is a gentleman; I am a gentleman's daughter; so far we are equal." She later contends that it was her very lack of servility, her unwillingness to treat him as a superior being that first aroused Darcy's admiration. (Dadlez, p.160)

Jane Austen is a writer criticizing the facts of her era. Living in the early nineteenth century, she did not share the general consensus of the society about the role of women in this century. Writing *Mansfield Park*, she mainly opposed to this situation. Using the character Fanny Price, Jane Austen tried hard to shape the society about the role of women in social life. She mainly focused on the education and the work life of women in the early nineteenth century by using Fanny character. The aim of this study was to show that Jane Austen established an ideal society in her novel *Mansfield Park* in order to oppose the women's roles in the century when she lived in. In order to reach this aim, in the first chapter general information about the period when Jane Austen lived were given along with some comments on the role of women in the early nineteenth century society. The novel *Mansfield Park* was analyzed in the second chapter. Furthermore, the role of women in *Mansfield Park* was evaluated in the third chapter of the thesis.

1. THE PERIOD WHEN JANE AUSTEN WROTE

Jane Austen lived during the transition years between the late-eighteenth century and the early-nineteenth century. Jane Austen is seen as a Regency period writer. This period started in 1811 and it continued until 1820 and Jane Austen's novels were published between these years. This period directly followed the Victorian period. Thus, these two periods carry some common things in terms of the society.

America's Independence war and the French Revolution took place between the late eighteenth century and the early nineteenth century. As a result of these events, the people's opinions changed a lot during this century. During the early nineteenth century, men were more dominant than women. They had a right to talk in the society in this century. They were better than women in all fields. Martin Coyle says these sentences about this situation:

Men dominated every available public or social sphere. They were prominent in all areas associated with masculine areas of power and ambition: politics, government, the law, economics, industry, commerce, engineering, education, sport and the armed services (Coyle, p.59).

As men predominated in a lot of areas, they felt stronger than women between years of the early eighteenth century and the early nineteenth century. In the early nineteenth century, women were not active in the public and men also wanted to see women at home. Men were the source of livelihood for their families and they generally used to try with agriculture. They used to win their money from agriculture. During this century, it was important to be an owner of a land.

Women's education was important in the early-nineteenth century. However, the education was seen in a feminine manner. Women would learn how to dance and sing a song. Although they learnt something to improve themselves, they could not have financial security on their own. To have financial security, they had to marry suitable men for themselves. In *Pride & Prejudice*, Caroline Bingley lists the skills required in order to marry:

A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages....; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions...(p . 8)

In the Regency Period, women used to like gossiping, fashion, balls and meetings. In Jane Austen's period, women's population was much more than men's population and women could meet with men in the balls. These balls were a good chance for women because the term "marriage" was very important in the Regency period. In order to provide financial security, women had to marry suitable men.

Actually, Jane Austen was very familiar with the events that happened in the world from her childhood and these events were beyond the boundaries of Steventon. Jane Austen's grandmother's family saw the colonial affairs of Jamaica. While these affairs were going on, Jane Austen's father acted from 1760 as an executive for a colonial action in Antigua. Both of two events gave Jane Austen sufficient background for Sir Thomas Bertram's visit to his Indian plantations in her novel *Mansfield Park*. Jane Austen provided another important connection via Steventon rectory. Jane Austen's aunt, Mrs. Philadelphia Hancock was living in India. Jane Austen was familiar with Indian affairs and cuisine thanks to her aunt. Jane Austen told her readers these events in her juvenilia. Jane Austen learned American Revolution from three men. These men were neighbours of Jane Austen and these men were intimately connected with the American Revolution. One of them was Henry Hulton. He was the first commissioner of customs for the American colonies. Another one was Lord Dorchester. He was responsible for the repulse of the American forces. The other person was General Edward Mathew. He was the Coldstream Guard. Mathew fought during the American Revolution. Jane Austen

learned American Revolution via these three men. Jane Austen was also impressed with French Revolution. When French Revolution occurred, her cousin Eliza Hancock living on the Continent married with a captain of dragoons in the queen's regiment. Jane Austen saw French Revolution as a result of it (Tucker, p.71).

1.1. Jane Austen and Her Novels

Jane Austen was regarded as England's the first great woman novelist. She was born in Steventon, Hampshire. She lived all her life within a small area in England. Jane Austen saw the Napoleonic Wars, the American and French Revolutions, and the Industrial Revolution. However, she ignored all these events in her life time. She only gave importance to her writing and Jane Austen told her readers about middle and upper class social life in England's small villages. She was very eager to write only about the things that she knew. In order to write, she observed human behaviours very carefully and she did it in a realistic way. Jane Austen wrote six novels and letters. Her letters to her sister Cassandra and to other family members were important writings for critics, scholars and biographers (Bender, p. 13).

While reading Jane Austen's novels, her readers saw the effects of her life. Jane Austen grew up in England between the late eighteenth century and the early nineteenth century. There were strict social classes and certain roles in the society during this century. Aristocracy was dominant at the top of the social order. If the man and the woman had titles in the society and they had inheritance, they would live comfortably without working. In the middle class, there were wealthy landowners, military officers, laborers, soldiers, sailors and farmers. At the bottom of the social order, there were the servants. They used to live and work on the estates of the upper classes and they used to earn little money. Differences between women in the lower classes and in the upper classes were very clear in this century. While the women in the lower classes earned money from physical jobs, the women in the upper classes used to follow strict rules of the society. While the women' in the lower classes aim was to feed, clothe and shelter their families, the women' in the upper classes was to maintain their conversation in the social situations and become

successful at their relations with men. In Jane Austen's time, women were trained in music, drawing and sewing. They did not have a right to have any opinions about intellectual matters and political events. Sherry says that:

Three choices were available to them: They could marry, preferably landing a prosperous husband; they could spend their lives as spinsters living in their parents' or other relatives' homes; or they could become governesses or teachers and be sustained in the homes of the wealthy (Sherry, p. 108).

In Jane Austen's novels, the reader saw the effects of Jane Austen's family. Jane Austen reflected her family's effect in her novels. Jane Austen's father, George Austen, was from lower gentry. Her mother, Cassandra Austen, was from upper gentry. However, George and Cassandra fell in love and they were married. Later, they had eight children. George Austen was a gentleman during his life and he won a lot of money for his family. He worked as a clergyman in the churches. Furthermore, he provided his family's income by farming the land. George Austen provided a good life for his family. His family enjoyed the social life in England thanks to their money and status. George Austen and his family had horses and carriages and having horses and carriages symbolized wealth in the early nineteenth century. While reading Jane Austen's novels, the reader sees the importance of wealth easily.

In Jane Austen's education, the values of her family were very important. Jane Austen's mother taught her needlework, music and dancing. One of Jane Austen's sisters was Cassandra. Her family sent Cassandra to Mrs. Cawley's school in Oxford. Jane Austen also were sent to Mrs. Cawley's school in Oxford because she was interested and closely identified with her sister, Cassandra. Mrs. Cawley moved her school to Southampton one year later. Then an epidemic disease emerged in Oxford and Jane and Cassandra Austen had to go to their home. After returning their home, the family sent girls to the Abbey School in Reading. There were few lessons and much play in this school. When Jane Austen was eleven years old, she left Abbey School and she returned to home to be taught by her father. Jane Austen learned a lot of things from her father's lessons and she also learned French, Italian and history. She read a lot of books in her father's library because her father had an

extensive library. George Austen had many different kinds of books like all Shakespeare's plays, Henry Fielding's novels, Oliver Goldsmith and contemporary popular stories in his library. George Austen used to read to his family in the evenings and his children used to read aloud to each other and as a result of it, they improved their reading skills. Jane Austen was much better educated than a lot of girls in the early nineteenth century. The reader understands the importance of education while reading her novels. The women characters in Jane Austen's novels are educated women in some way. In her novels, education is seen in many different kinds of ways (Bender, p. 17).

The social life was necessary for Jane Austen and her family. They used to meet regularly with local families and they used to spend their time with morning visits, dinners, evenings of card playing and games. They used to have a fun with amateur theatres at Christmas. Jane Austen also reflected the social life in her novels. The well known plays like Richard Sheridan's *The Rivals*, *High Life Above Stairs*, *The Chances* were performed in the barn of Jane Austen during the summer and in the dining room during the winter. Actually, these amateur theatricals were very common between 1784 and 1790. Jane Austen also would gain inspiration from these experiences when writing the theatricals in *Mansfield Park*. In addition to these theatricals, public and private balls were arranged in Steventon social life. Jane Austen used to dance very well and she used to attend formal balls. These balls were arranged in the town hall in Basingstoke. The balls were the resources of amusements. However, they were also important as a meeting place for young people who wanted to find future husbands or wives. In Jane Austen's novels, the reader meets with the balls and the reader also understands that these balls are an opportunity for unmarried boys and girls (Leone, p. 19).

Travelling is told in Jane Austen's novels. However, Jane Austen did not travel beyond Bath on her own until she was twelve years old. When she was twelve, Jane Austen and her sister Cassandra went to Kent with their parents. A long time passed in Kent and then she reached adolescence. When she was in her teen years, her family went to other places. Her two brothers went to college at Oxford and the other two brothers went to the navy. However, Jane Austen's family expanded a few

years later. Her older brothers got married and they had children. In 1802, Jane Austen and her family returned to Bath. Jane and Cassandra Austen visited Bigg-Withers near Steventon. Harris who was the youngest son and heir to the estate, proposed marriage to Jane Austen. This marriage proposal was accepted by Jane Austen. After thinking about marriage proposal, Jane Austen gave up the idea of marriage because she only thought that she could not marry Harris. Love was very important for Jane Austen in the marriages. Finding a suitable man to marry was not adequate to have a happy marriage. The theme of marriage is very important in Jane Austen's novels and love is a better concept than the money. The reader sees this situation very clearly in Jane Austen's novels. Jane Austen was a person who gave importance to love. She felt romantic feelings against Tom Lefroy. According to Jane Austen, Tom Lefroy was very gentlemanlike, good-looking and a kind man. Unfortunately, Tom Lefroy was too young and too poor to marry. Thus, Tom Lefroy was sent to Ireland by his family and in a few years he was engaged to a woman who had a large fortune. As a result of it, Jane Austen and Tom Lefroy's relationship finished. Jane Austen did not marry after her disappointment. However, she told about love in all her novels. Jane Austen's career as a writer improved after this love. She wrote *Elinor and Marianne, First Impressions* during 1796 and 1799. Jane Austen finished the new version of *Sense and Sensibility* in 1798. She wrote *Susan* after writing *Sense and Sensibility*. *Susan* was retitled *Northanger Abbey* (Bender, p.20).

The theme of her novels reflects Jane Austen's memoirs in her life. Jane Austen lived in Steventon until 1801 when George Austen retired and his family moved to Bath. Jane Austen did not like Bath. However, she had to get accustomed to Bath. In her novel *Persuasion* tells the readers such an event. The heroine of the novel has to leave a home where she is very happy and she has to go to Bath. Jane Austen lives the same situation like the heroine of *Persuasion*. Before Jane Austen and her family moved to their new home in the city, they went to the vacation by the sea. They visited several resorts along the coast. Jane Austen had a romance with a man at one of these stops. Jane Austen found a man whom she could love after long years. Jane Austen's parents approved this relationship. However, this man had to leave but he said that he would rejoin Jane Austen and her family in the vacation.

Unfortunately, this man's brother told Jane Austen that this man had died suddenly. Nothing was known about the man, not even his name. Jane Austen lived other disappointments after this event. When Jane Austen sold *Susan* to the publisher who advertised this novel. However, the publisher did not publish the novel. Another disappointment of Jane Austen was lose of her best friend. She was Mrs. Anne Lefroy. Anne Lefroy died because she fell from the horse (Weldon, p.38).

Jane Austen's most serious loss was her father. George Austen died because of illness and he was buried in the Bath church. He got married in the Bath church. Jane Austen was very upset after her father's death because she got on well with her father. However, Jane Austen could not have a good relationship with her mother. After her dad died, the Austen women stayed without money. After George Austen died, Jane Austen's unmarried friend Martha Lloyd left homeless and she started to live with the Austen women. Jane Austen tried to write. But she had little success while writing it. Jane Austen rewrote *Lady Susan*. This novel was about the tale of proud and dishonest Lady Susan and she used to hate her own daughter. Jane Austen did not publish this novel. After *Lady Susan*, Jane Austen began to write *The Watsons*. This novel was a realistic and ironic novel. It told the readers about women's place in the society and discussed four sisters in search of the husbands. After writing sixty thousand words, Jane Austen abandoned the novel. Then, the unfinished parts of the novel were published with Austen-Leigh's *Memoir* (Bender, p.26).

As the time passed, Jane Austen, Cassandra, their mum and Martha left Bath and as a result of it, Jane Austen felt very happy. Then they went to Southampton and they accepted Frank Austen's invitation to live with him and his wife in Southampton. While living in Southampton, Jane Austen received invitations for morning visits, dinners, card playing and balls. In Jane Austen's novels, the readers see these invitations and the importance of these invitations. Jane Austen also went to London and attended plays and visited art galleries. Jane Austen's brother Edward was living in London. When Jane Austen visited her brother, she could attend plays and visit art galleries. These two activities were Jane Austen's hobbies. During her visit to London, Jane Austen received another marriage proposal. This proposal was

from Edward's brother-in-law. He was a clergyman. However, Jane Austen did not accept this marriage proposal again because she did not love the man. Love was very important for Jane Austen and she created her novel characters like that. Love was also very important in Jane Austen's novels. The heroines preferred to marry a man whom they loved.

Jane Austen and Cassandra Austen continued long visits to their Brother Edward's home in Kent. During Cassandra's visit, Edward's wife died. After this death, Edward decided to settle somewhere his mother and sisters more permanently. There were two options for the women. One of the houses was near Kent where Edward lived. The other one was called Chawton Cottage on the Chawton estate. Chawton was close to Steventon that was the family's original home. Jane Austen's mother decided to settle in Chawton and Jane Austen lived in Chawton during her rest of life. (Marsh, p. 223).

Jane Austen felt very happy after returning to Chawton. She helped with the gardening and cooking in Chawton. Furthermore, she started to write her novels. She stayed at home and she only continued to write in 1810. Jane Austen revised her novels *Sense and Sensibility* and *Pride and Prejudice*. Then she began to write *Mansfield Park* in 1812. This novel was not published with the author's own name like her other novels. By The Author of *Sense and Sensibility* and *Pride and Prejudice* was used as the author's name while publishing *Mansfield Park*. Spence says that:

Writing *Mansfield Park* seems to have harder for Jane Austen than the other novels. She had taken only about a year each to write *First Impressions*, *Sense And Sensibility* and *Susan*, but she laboured for more than two years on *Mansfield Park* (Spence, p. 190).

After this novel, Jane Austen wrote *Emma*. This novel was published on her fortieth birthday. Jane Austen dedicated *Emma* to England's prince because he helped Jane Austen's brother. Her brother had a serious illness. Prince's doctor took after with Jane Austen's brother. So Jane Austen dedicated *Emma* to the prince and she and her publisher honored the prince with special copies bound in red. Then she

started to write *Persuasion*. While writing it, Jane Austen bought back the manuscript of *Susan* from Crosby. She finished to write *Persuasion* and she changed the title of *Susan* to *Northanger Abbey*. These two novels were published together after Jane Austen's death. Jane Austen started a new work in 1817. Its name was *Sandition*. However, she could not finish this novel because of her illness. Jane Austen suffered from Addison's disease and as a result of it, she died on July 24. She was buried in Winchester Cathedral.

However, her name was always remembered even after her death. Her novels were experimental. The heroines were very important in her novels. Todd says that:

Each presents a different sort of heroine, a different take on society and the relationship of behaviour and personality to environment, a different sort of investigation, almost a different moral message (Todd, p. 17).

From all her novels, the reader can learn political, spiritual and intellectual attitudes that were present in Jane Austen's time.

1.1.1. The Novel in the Early- Nineteenth Century and Jane Austen

There were a lot of different types of novel writing in English history between the late eighteenth and the early nineteenth centuries. These types were Gothic fiction, romance, regional and national tales, Jacobin and anti-Jacobin novels, novels of travel, sentiment, abolitionism and the condition of women, stories of foreign and domestic manners, and works derived from ballad, myth and folk (Eagleton, p. 94).

In fact, the novel and the nation have been evaluated together during the history. Because the novels are from different types and at the same time, there are also diverse individuals, both strangers and colleagues, in the nations. Eagleton explains his ideas about this topic like that:

The realist novel plays more or less the same role, as an account of the nation's life which the technology of printing places in exactly the

same form into thousands of different pairs of hands. In a disturbingly atomistic society, in which each task. But it is economically vital as well. If you are going to profit from printing such labour- intensive objects as bulky novels, you will need a good many consumers who speak the same vernacular language and share a world of cultural assumptions; and this implies the form of life we call a nation. (Eagleton, p. 101)

In Jane Austen's time, men were more dominant than women in literature like other fields. The women working as a writer could not use their real name because of the social environment. When Jane Austen wrote her first novel *Sense And Sensibility*, she used a pen name and this novel was published under her pen name "By a Lady" not "By Jane Austen" because she did not want to explain her identity. Furthermore, we can see the same example in *Pride and Prejudice*. The writer's name was "By the writer of *Sense and Sensibility*." in this novel. She did not prefer to use her real name after publishing her novel.

People did not know Jane Austen as a famous novelist while she was living because of these authorless novels. However, she wanted to hide herself from the society and these novels helped her at this point. Jane Austen created masculine features for women so that they could work in fields that were only dominated by men (Yu, 2010, p.678). Although Jane Austen lived such events during her period, she did not give up the idea of writing. She continued to write novels which showed her creativity. There were other contemporary novelist like Jane Austen such as Mary Shelley, Caroline Burney, Mary Wollstonecraft, Elizabeth Hamilton and Barbara Hofland. These women writers also lived such strange events during their lives.

As a realist novelist, the importance of Jane Austen comes from her interest, analysis and criticism in her novels of issues concerning the English society in the early nineteenth century and how the situation of women in this society was. Jane Austen looks at realism in the literary sense with an expression of the moral belief. Jane Austen is a classical moralist. According to her, ethical life involves action. There are not feelings, intuitions, inner states or intentions in the ethical life. Thus,

she does not defend romanticism. She looks at morality with a more traditional conception of morality. For her, the things that are done are important, not the things that are felt (Eagleton, p. 106).

There were many different social and economic classes in the society during the early nineteenth century. The novelists like Jane Austen told their readers about the relationships among people from different social and economic groups. In Jane Austen's novels, we see theme of "marriage". She explains human behaviours between middle and upper classes with this theme.

Jonathan Bate says that: "Jane Austen stands for a lost world of elegance, of empire-line dresses, of good manners, of ladylikeness and gentlemanliness in large and beautiful houses" (1999, p. 541).

According to him, the early nineteenth century's culture and attractive fashions are represented. However, the culture and the fashion reveal a lot of blemishes and matters that are source of stress for the people during the century.

Jane Austen's aim was to criticize her society in the early nineteenth century while writing her novels because women met with a lot of difficult problems due to gender biases during the early nineteenth century. They were not equal with men. They could not inherit from their families. Men had a right to talk in the job world. Thus, women lived difficult times in this century. Jane Austen criticized this situation in her novels. While criticizing, she did not do this directly. She used an ironical and implied manner. Daniel J. Kruger explains it with these sentences:

Despite writing in the early 19th century and depicting a world with social constraints that contrast with those of today, Jane Austen created novels that remain popular. One key to their pervasive popularity may be the way the characters are described, and more particularly, how the characters were created to depict a variety of women's mating strategies. (2013, p.206-7)

Jane Austen was different from other novelists in the early nineteenth century. These novels were called as country house novels or comedies of manners.

There were fairy tale elements in her novels. Furthermore, Jane Austen's novels involved little narrative descriptions. Other novel writers wrote much more dialogues in their novels during this period.

Fiction was used by Jane Austen in her novels because she wanted to describe the social reality in the early nineteenth century. She could show the real morality in human relationships to her readers by using fiction. The behaviour of parents to their children, the dangers and pleasures of falling in love and meeting with new people were topics in her novels. Her heroines showed the realistic elements in the novels. Jane Austen's social realism depended on women's lives in the early nineteenth century. There were a lot of many crucial events in her books and these events happened at homes. These areas were in the female space of the drawing room.

Jane Austen paid less attention to love and other emotional and psychological concerns of life in her novels. A critic says that: "Marriage is presented as a social, domestic, legal and economic event and condition and it is portrayed as both work and reward" (Thompson, 1988, p.134).

Jane Austen's novels were different from the novels that were written in the early nineteenth century because she was interested with courting in a way in her novels. She put the burden of courtship and pursuing marriage on the shoulders of her heroines. She did not show her heroines how to use their powers and traditions of their society (Giles, 2012, p. 76).

According to Nancy Armstrong, "one may argue that many women's novels indeed signal the reader to regard fiction as a major source of information about the condition of women" (1987, p.48).

In Jane Austen's time, women were not in a good way in the society. Thus, the novels were generally written about the conditions of women during the early nineteenth century.

1.2. The Role of Women in the Society During the Early-Nineteenth Century

In the early nineteenth century, women faced with a lot of difficulties. At this period, women could not be seen in the work life. However, extended social opportunities and greater economic rights were also demanded by women. From this point of view, this century had a significant importance for the researchers (Abrams, 2001). In the early nineteenth century, women were generally seen at homes.

Generally explaining, their homes were very important for women. They were called as “The Angels in the House”. Cleaning the house, filling the table, raising the children and similar things were duties of women in England. Women’s rights were extremely limited in this century. They were generally thought as “angels of the house.” (Buckner, 2005). Especially at the first parts of the century, the ideal type of woman was one who belonged to her home. Women were addicted to their homes and their husbands. The main duty of women in the century was serving in their homes. According to the Sailor Foundation (2014), the woman question in the early nineteenth century referred to the various debates about women’s place in the society, with opposing voices emphasizing either the need for women to have greater economic, educational, and political opportunities or the idea that women properly belonged in the home as caretaker to her family (The Sailor Foundation, 2014: 1).

Marriage changed every aspect of lives of women. All rights of women were given to their husbands. Actually, marriage was an opportunity for women. As a result of their marriage, they could feel themselves secure because they could have financial security since they married. Legally, women belonged to her husbands. According to the regulations, men had a right to represent their families. Men used to work and bring money to their houses in the early nineteenth century and women used to look after their children, cook and clean their houses (Buckner, 2005).

However, the position of women at house was not so bad. Even a middle-class woman was not expected to perform all the household chores on her own. Their husbands could employ a maid in their houses. Women could have a certain amount

of leisure time because of their maids' help. Having a maid in the houses was a symbol of the privileged class and, consequently, it was one of the main aims of the middle class people (Danielova, 2009: 12-13).

It was considered that domesticity and motherhood were emotional duties of women to be fulfilled. The society expected from women to be mothers of houses. As mentioned before, the term "duty" had great importance for the country. Having the duty to be angels of the homes, women were to be addicted to their houses. As a result of this situation, women were not seen at social life in the early nineteenth century. It was hard to see women in social and political life. However, there were some changes in this century. For example, charity organizations became important during this century. This was a great change for women to take part in a social process (Abrams, 2001: 1).

As the time passed, many things changed during this century. There was a huge difference among classes during these times. Despite the fact that many people considered the nineteenth century as the century of the middle class, life was really hard for the middle class people.

The middle class considered the huge mass of the working classes as a threat to its fragile position and it assumed that it could only fight with this danger by acquiring the habits of the upper classes. Consequently, the middle class began to imitate the standards of these above (Danielova, 2009: 12-13).

Thanks to the charity organizations, women started to take part in social life in England. It was a starting point in the early nineteenth century for the roles of women in the social life. Starting with charity organizations, things started to change. Adding effects of industrial revolution, the role of women started to change. As a result of these, appropriate male and female roles' perception started to change in the nineteenth century. In particular, the notion of separate spheres – the woman in the private sphere of the home and hearth, the man in the public sphere of work, politics and sociability - came to influence the choices and experiences of all women, at home, at work, in the streets (Abrams, 2001: 1).

1.2.1. Women and Education

Compared with the men, women were able to get little education. The education of women was greatly shaped by the idea of angels of the house in the early nineteenth century. As women were considered as domestic angels, their education was affected since their childhood. The education of women mainly focused on home. At the end of the eighteenth century, the aristocratic families could send their children to boarding school. However, these schools became popular by the gentry and new middle classes and they became less attractive to the aristocracy in the nineteenth century. As a result of it, aristocrats did not want their children to go these schools because they thought that their children must not have become in the same class with the children of middle class. Their children took education in home and other families' children took education at home at the end of the nineteenth century (Day, p. 67).

While taking education at home, women had special teachers and these teachers taught them necessary things in their lives. The basic characteristic property of education of women depended on what they needed because they only needed activities seen at home such as dancing, singing, playing piano and other indoor activities were taught. For example, music, painting and lots of needlework were the main education subjects for women. It was important for a girl to show her husband she could paint, sing songs as an ideal wife. During the early nineteenth century, it was also seen that some girls learned foreign languages. However, it must have been the men who were clever at home. A popular prejudice was that women had smaller skulls than the men, which meant smaller brains. (Danielova, 2009). According to Carlson (2007), the people became eager to send their girls to the school. However, the main aim of these people was giving religious education to girls (Carlson, 2007: 1).

Then, when the third quarter of the period was about to start, things started to change. When 1870 Education Act passed, "Board" schools were opened. According to the law, "all children had to go to school up to the age of thirteen, where they were taught reading, writing and arithmetic". However, it was seen that girls did not attend to these schools immediately. However, 1880s and 1890s were the years when the

education life of women in England started. After 1890s, it was something usual to see the girls in the schools (Danielova, 2009)

As seen, there was not a good education for the women in the early nineteenth century. However, in the late nineteenth century, women were able to attend primary schools and learn reading, writing and arithmetic. Compared with the first years of the era, this was a great improvement from solely indoor activities such as dancing and singing to outdoor activities such as reading, writing and arithmetic. As a result of increasing education, women were able to take part in the society (Tubaro, 2010).

1.2.2. Women at Work

Similar with marriage life, the work life was also bringing various restrictions for women. Women did not have freedom to have their own work. Moreover, it was impossible for women to choose their jobs if they worked. As a result of industrial revolution, it was nearly unavoidable to think of factories without women. On the other hand, there was a debate about the morality of working women. All working women may be considered as problem at these times. In fact, working women were not characteristic properties of the early nineteenth century. According to philosophy of this century, it was something unwise for women to work. However, it was not common to see women working. In spite of the fact that it was hard to see working women, things started to change when time passed. After a period of time, women were the main workers of some sectors such as cotton producing (Barrett, 2013: 1).

When the second half of the century started, nearly 75 percent of the population was working. It meant that women started to work more and more comparing with the early nineteenth century. However, this was something bad for the social values of the century as it was the duty of women to take care of the family. Despite the fact that values were changing and women started to work, it was believed that the woman who stayed at home and devoted her entire time to looking after her children and making her home a clean and cosy place was the core of the orderly family; and the man whose wife made his home a comfortable and tidy place (Danielova, 2009: 9).

2. MANSFIELD PARK

In her *Mansfield Park*, Jane Austen gives the reader various aspects of the early 19th century life. Reading *Mansfield Park*, one can easily see that various aspects of social life are studied in the novel. The rich, the poor, the honest people, the shy people and the arrogant characters get in touch in the novel. Moreover, the crucial point is that the author makes conversations among different characters having these different characteristic properties. People seen in *Mansfield Park* represent the people in daily life. This is a good indication that Jane Austen is a good observer and uses characters faced in everyday life. In fact, it can be easily said that the author makes a good observation on the poor and the rich. When Jane Austen observes Fanny and Sir Thomas Bertram, the reader understands the significance of this observation. Jane Austen creates a different heroine in her novel *Mansfield Park*. The heroine of *Mansfield Park* is Fanny and her thoughts are much more important than her speech. Fanny wants to be understood by the readers. She does not talk very much in the novel. However, her thoughts talk and they tell a lot of things to the readers. Fanny does not tease her readers, as Lizzy does Darcy in Jane Austen's novel *Pride and Prejudice* (Todd, p. 48).

Jane Austen tries to describe in detail a particular setting and the unique properties of the people, her novel characters, living in this place; and she manages to create connections between the place and its inhabitants. Her novel under scrutiny in the present study, mainly takes place in Mansfield Park as the primary setting of the novel, except some minor points. Nearly all of the characters in the novel are related with Mansfield Park in anyway. Mansfield Park is a connection point for Jane Austen's characters. From Fanny Price to Bertram Family, all people are parts of Mansfield Park where the main events take place.

Another important point to be mentioned is that some other different places are also mentioned in the novel. Both the poor country Fanny Price lives and the rich region Mansfield is situated are seen in the novel. During the novel, it is also

recognized that some places have some certain properties. Reading *Mansfield Park*, the reader understands that country is a more romantic place. Feelings of the people are more immense in countryside. Comparing with cities, towns are not so romantic. However, it must be admitted that it is not always true. Towns have also romantic properties many times. As a place, Mansfield Park is always idealized. Mrs. Grant tells Mary Crawford that Mansfield will cure you. Carson says that:

There is a sense in which it only remains that way if good people get in while the bad are let out. It improves with the presence of Fanny; in her passivity she is capable of transforming the home where she lives (Carson, p. 133).

Reading the novel, it is understood that the concept of “home” is very important for people living in that area because the main events take place at home in Mansfield Park. Potter states that: “Setting is obviously the actions of the characters take place in some time, some place and amid something in temporal and spatial surroundings” (Potter, p.27).

Even at the end of the novel, “home” is an important place. Fanny, who is the novel’s heroine, lives with Edmund at home in Mansfield Park. Fanny is mocked by her cousins at home when it is learnt that she falls in love with Edmund at home. Fanny experiences all feelings at home in the novel.

According to Perrine: “Theme is a central and unifying concept of a novel. The theme is a generalization about the terms of the novel” (Perrine, p. 92).

Furthermore, Jane Austen collects and writes down her readers’ ideas in her novel *Mansfield Park*. She does not do this in her other novels. She writes differently *Mansfield Park* from all other her novels. The readers’s ideas were delivered in private letters or in her conversation with her readers and these ideas gave a place in her novel *Mansfield Park* (Tomalin, p.241).

There are the novel’s heroine and controlling narrative consciousness at the centre of the novel. If the reader learns to read Fanny Price, the novel can be easily understood by the reader. Jane Austen is a feminist writer and she makes a big

contribution to feminism by placing women at the centre of her novels and self-authorising them (Jones, p.116).

In *Mansfield Park*, Fanny is very different from all other characters in the novel. First of all, she is very clever. She is mocked by her cousins when she comes to *Mansfield Park* because she does not know certain things that her cousins know. She does not know them because she has not been taught them. In this novel, Fanny learns a lot of things. She reads very much, she is interested in art and literature. Fanny learns art and literature after coming to *Mansfield Park*. The reader's main focus is on Fanny Price. She is the target of Tom's plans (Wiltshire, p.19).

Fanny is the daughter of Price family. Her parents are not rich. Fanny's mother has got two sisters. One of them is Maria, and Maria is married with Sir Thomas Bertram. They live in Mansfield Park. Fanny is sent to there to live with her aunt. In the novel, Fanny is a shy and kind person:

She was small for her age, with no glow of complexion, nor any other striking beauty; exceedingly timid and shy and shrinking from notice; but her air, though awkward, was not vulgar, her voice is sweet and when she spoke, her countenance was pretty (Austen, p.9).

Although Fanny Price's family has not got a good financial position, Fanny knows how to behave in an environment. Carson says that at this point: "She had gained the most valuable knowledge we could acquire: knowledge of ourselves and our duty" (Carson, p. 153).

Fanny differs from her cousins with her own knowledge. After Fanny comes to *Mansfield Park*, she meets with her cousins. Their names are Maria and Julia. Maria is Bertram's older daughter. Julia is younger than Maria. Maria and Julia do not like Fanny Price. They think that Fanny is ignorant and inferior.

As her appearance and spirits improved, Sir Thomas and Mrs. Norris thought with greater satisfaction of their benevolent plan; and it was pretty soon decided between them, that though far from clever, she showed a tractable disposition, and seemed likely to give them little

trouble. A mean opinion of her abilities was not confined to them. Fanny could read, work, and write, but she had been taught nothing more; and her cousins found her ignorant of many things with which they had been long familiar (Austen, p.14).

When Fanny starts to live in Mansfield Park, her cousin, Edmund supports her whenever she meets with difficulties. Edmund tries to help Fanny. Fanny feels herself better and she gets accustomed to Mansfield Park easier thanks to Edmund's support:

From this day Fanny grew more comfortable. [...] The little rusticities which had at first made grievous inroads on the tranquility of all, and not least of herself, necessarily wore away [...] Though unworthy, from inferiority of age and strength, to be their constant associate their pleasures and schemes were sometimes of a nature to make a third very useful, especially when that third was of an obliging, yielding temper; and they could not but own, when their aunt inquired into her faults; or their brother urged her claims to their kindness, that 'Fanny was good-natured enough (Austen, p. 14).

However, only Edmund's support is not enough for Fanny. She observes her environment and tries to understand the events around her. White says that: "Fanny herself begins to adapt to the value system at Mansfield, learning to know their ways and to catch the best manner of conforming to them" (White, p.107).

While Fanny is accustomed to Mansfield Park, Henry Crawford and Mary Crawford come to Mansfield Park. Mary Crawford is a beautiful girl. Folsom and Wiltshire says about Mary that: "Mary, with her love of activity , her high spirits, her elegant musicianship and her natural gifts of strength and courage brings new energy to the cast of characters and appears at first the true heir to Elizabeth Bennet" (Folsom, Wilshire, p. 61).

Fanny admires her beauty. Maria and Julia are interested in Henry Crawford. However, Fanny does not like Henry. "In a quiet way, very little attended to, she paid her tribute of admiration miss Crawford's beauty; but as she still continued to think

Mr. Crawford very plain, in spite her two cousins having repeatedly proved the contrary, she never mentioned him” (Austen, p.38).

Henry and Mary Crawford spend more time with Bertram family. Edmund falls in love with Mary. Fanny feels sad when Edmund is interested in Mary Crawford. As time passes, Edmund gets closer with Mary. Edmund talks about Mary with Fanny. As a result, Fanny feels very sad:

She was a little surprised that he could spend so many hours with Miss Crawford, and not see more of the sort of fault which he had already observed, and which she was almost always reminded by a something of the same nature whenever she was in her company; but so it was Edmund was found of speaking to her of Miss Crawford, but he seemed to think it enough that the admiral had since been spared; and she scrupled to point out her own remarks to him, lest it should appear like ill-nature (Austen, p.53).

Fanny sees Mr. Crawford’s flirtation to Maria and Julia. People in *Mansfield Park* respect Henry Crawford. However, Fanny does not like him. One day, Fanny’s cousins, Mr. and Mrs. Crawford, Mr. Yates decide to play Lover Vows. Fanny does not want to play Lover Vows. At last, she plays Lover Vows because all people need Fanny. Todd says that: “Fanny, whose childish gratitude and affection are fast maturing into adult desire, looks on jealous, appalled, and mainly silent” (Todd, p. 86).

Fanny feels very unhappy while playing Lover Vows because Edmund and Mary get close to each other in this play. At the same time, Fanny’s uncle comes and stops Lover Vows.

Fanny’s brother, William comes to Mansfield Park. William returns from his duties at sea and visits her sister. Naval officers start to their career at an early age at the end of the eighteenth century. Compared with today, they can go to the primary school when they start to their career. William is one of the naval officers (Faye, p. 244).

Fanny loves her brother very much. Wiltshire says that:

Fanny's love for William, and his for her, maintained in the difficult circumstances of their vast and lengthy separation, is a most important thread in the novel. Theirs is the novel's only sound, uncomplicated family relationship (Wilshire, p.95).

When William is far from Fanny, they still go on their communication by letter:

A very few days were enough to effect this; and at the end of those few days, circumstances arose which had a tendency rather to forward happiness which must dispose her to be pleased with everybody. William, her brother, the so long absent and dearly loved brother, was in England again. She had a letter from him herself, a few hurried happy lines ... (Austen, p.185).

In the novel, Maria is married to Mr. Rushworth. They move to Sotherton. They go there with Julia. After this marriage, Henry Crawford falls in love with Fanny. Henry sees Fanny at a ball. Sir Thomas makes a ball at Mansfield Park. This ball is for Fanny and William. At the ball, Fanny dances and everybody is interested with Fanny. Henry Crawford proposes to Fanny. However, Fanny hates him very much. Henry tries to convince Fanny. He does not convince her and says that he is reluctant to leave (Suk, Chwe, p. 208).

Fanny rejects this propose because she does not love Henry. Fanny wants to marry a man whom she loved.

Now she was angry. Some resentment did arise at perseverance so selfish and ungenerous. Here was again a want of delicacy and regard for others which had formerly so struck and disguised her. Here was again a something of the same Mr. Crawford whom she had so reprobated before. How evidently was there a gross want of feeling and humanity where his own pleasure was concerned – and, alas, how deficient in. had her own affections been as free –as perhaps they

ought to have been –he never could have engaged them (Austen, p.263).

Fanny's uncle is sad because she does not marry Henry Crawford. According to Sir Thomas Bertram, Henry is suitable for Fanny's future and her family. After Fanny refuses the marriage proposal, she goes to Portsmouth with her brother. Fanny visits her family. Henry Crawford follows Fanny and he also comes to Portsmouth. He introduces himself as William's friend to Fanny's family. Despite everything, Fanny does not change her opinion and she refuses him again. In *Mansfield Park*, Fanny has a conflict with Sir Thomas because he forces Fanny to marry Henry Crawford (Marsh, p. 68).

At last, Henry returns to London. While Fanny is in Portsmouth, she still communicates with Lady Bertram, Edmund and Mrs. Crawford. Henry Crawford and Maria run off when Fanny is with her family. Julia also elopes with Mr. Yates to Scotland. After bad events, Fanny returns to Mansfield Park. Sir Thomas and Fanny's aunt are very happy when Fanny returns. Edmund leaves Mary Crawford. He understands his affection to Fanny. At the end of the novel, Fanny and Edmund marry and they start to live in Mansfield Park. Tauchert tells about Fanny Price to her readers that:

She spends much of her time listening, trembling, and fearing to be sent for. Yet she manages a happy ending nonetheless, and the terms of that ending are a direct outcome of her fundamental refusal to act (Tauchert, p. 98).

In *Mansfield Park*, Jane Austen reflects the conventional attitudes and known aspects of the early 19th century life. When Fanny returns to her family, the description of behaviours and local area are expressed carefully in an authentic way. Similarly, when Fanny comes to Mansfield Park, all types of behaviours made by girls at home are typical attitudes of the early nineteenth century. Behaviours and attitudes of Fanny are a good example of how the author demonstrates differences among people with different backgrounds. The success of Jane Austen at communication of people depends on descriptions in some manner. Reading the

novel, it is seen that the author describes people so good that the reader easily understands behaviours and attitudes of the people of her time. However, people are described so effectively in the book that one can understand all behaviours of characters in *Mansfield Park*. In the novel, the characters sometimes make very serious dialogues among themselves. Dramatic situations may be seen in the novel at any time including any character regularly.

At the end of the novel, Fanny gets what she wants, which shows that the novel ends in a desired way. After reading the novel, the readers become happy, for the good characters beat the bad ones. Some other characters, like Mary, Maria, Henry, can not have a life as they desire, for as problematic characters, they continue in an unwanted situation. As a result, a fairy tale ending completes *Mansfield Park*.

3. ROLE OF WOMEN IN THE SOCIETY IN *MANSFIELD PARK*

3.1. The Role of Women at Education in *Mansfield Park*

In general, it is seen that one of the main aims of the education for women is having a successful marriage. According to *Mansfield Park*, well educated women will be able to find a gentleman and have a good marriage life. Education is an important aspect of the main theme in *Mansfield Park*. Pinion says that: “How delightful nature had made Mary Crawford, and how excellent she would have been, had she fallen into good hands earlier” (Pinion, p.109).

Jane Austen tells her reader about the importance of the education. According to Jane Austen, the education is very necessary for women and she tries to tell that the education is beneficial for women and there are differences between educated women and uneducated women in her *Mansfield Park*. Furthermore, Jane Austen also explains about availability of the education for women, the negative effects of lack of the education, the desire of women about the education, the awareness of the education’s importance, the positive results of educating women and the regret of men after lack of educating women in her novel.

While reading the novel, three characters are directly related with the education. In other words, Jane Austen reflects her opinions about the education of women via these girls. They are Fanny Price, Maria Bertham and Mary Crawford. Jane Austen shows that the education of Maria and Mary does not provide benefits to them. According to Jane Austen, relationships between parents and children are very important. Young sons and daughters should respect for their parents or guardians. Both Maria and Mary Crawford do not respect the people who are older than them.

Although they have a good education, they lose their desires because of their unrespectful behaviours (Collins, p.167).

Up to that point, it can be said that Jane Austen supports general idea of the early nineteenth century about the education of women. As seen at previous pages of the novel, the education is not seen a necessity for women in the public. However, Jane Austen makes a successful criticism via novel to this situation. Despite the fact that it is not good to educate women in this century, Jane Austen writes a successful conclusion for Fanny Price. She is able to get benefit of the education at the end of the novel.

On the other hand, Jane Austen shares ideas of her term about the education of women from many points of view. For example, both the early nineteenth century and ideas of Jane Austen share the idea that women' education mainly focuses on home-life of women. The education is something for women to be seen in order to perform better in household. Reading the novel, it is seen that Jane Austen makes an ideal life for a woman at home.

From a different perspective, on the contrary of the society, women consider the education as a distinguishing property among themselves in *Mansfield Park*. At some parts of the novel, women comment about behaviours of other women considering their formal education level. It is also important for Fanny consequently. Jane Austen focuses on a different fact via this way that the education is a desired activity for women. Fanny Price learns to read because of her love for Edmund. Edmund also teaches new things to Fanny. However, Fanny believes that she can develop her own mind without support of Edmund (Emsley, p.115).

Jane Austen also focuses on informal education. At some parts of the novel, Fanny makes comments about other girls about their education level. Fanny does not consider people by only their formal education. On the other hand, informal education of women is also important for Fanny. This situation demonstrates how Jane Austen pays attention to different aspects of education of women. Despite the fact that this situation may be seen as a criticism about educational approach of the

early nineteenth century, it may also be claimed that characters focus on “informal education” of women in order to be a good wife for their husbands (Chan, 2006).

All in all, Jane Austen protests the role of women in the early nineteenth century via education. Despite the fact that the education is not a widely accepted circumstance for women during this century, Jane Austen mentions about the education of women at many parts of *Mansfield Park*.

...and all of them well-grown and forward of their age, which produced as striking a difference between the cousins in person, as education had given to their address; and no one would have supposed girls so nearly of an age as they really were. There were in fact but two years between the youngest and Fanny (Austen, p.12).

Maybe, Jane Austen decided to use these expressions at the beginning of the novel because of desiring to express her opinion about the education of women at the beginning. Starting to reading novel, the reader can understand that the education is something beneficial for the women in this century despite the facts of the century. “... as education had given to their address ...” is a good expression for expressing that the education provides many benefits to girls and shapes their attitudes towards life and also shapes their characteristic properties.

Jane Austen directly mentions about school-room in her novel. In other words, there is a school-room for girls as well as a drawing-room. It is something normal in the early nineteenth century to have a drawing-room for women in these houses. However, it is something unusual to have a school-room for women. From the beginning of the novel, the author expresses that women must have right to have a school-room and take education as well as drawing. “School-room”, as an intentionally chosen word, demonstrates that the education of women must not only contain courses such as drawing or music. They must also find good things in order to have a good time with their husbands. Women must also deal with other topics.

Jane Austen uses another expression as “Fanny, whether near or from her cousins, whether in the school-room, the drawing-room, or the shrubbery, was equally forlorn, finding something to fear in every person and place” (Austen, p.13).

This sentence has another important point to be discussed. As seen in the sentence, Fanny uses the word “school-room.” It is understood that school-room is available for Fanny. One may think that these school-rooms may be used just for women of rich families. However, the reader knows that Fanny is not a rich girl. This situation makes it clear that school-room may be used by poor girls. According to Jane Austen, not only nobles but also ordinary women have right to have formal education despite the facts of the nineteenth century. At this part of the novel, Jane Austen gives clues about the education life of the twenty first century. As the education is right for both girls and boys, and also both the rich and the poor today, Jane Austen supported this right many years ago. Shortly, the author claims that the education must be available to rich cousins and poor Fanny together.

In the early nineteenth century, life was harder for women without the education. Jane Austen focuses on this point and expresses that Fanny as a woman faces great “pains” as a result of difficulty in learning. Perhaps, Fanny is not “stupid” person. She may have formal education for the first time and it may be difficult for her.

It is written in Austen’s novel that:

... for Fanny's being stupid at learning, she could only say it was very unlucky, but some people were stupid, and Fanny must take more pains: she did not know what else was to be done; and, except her being so dull, she must add she saw no harm in the poor little thing, and always found her very handy and quick in carrying messages, and fetching (Austen, p.15).

Whether written intentionally or unintentionally, these expressions reflect unequal status and results of this status for women in terms of the education. Firstly, Jane Austen expresses that the women having inadequate education have to face with “more pain” at various aspects of daily life. Secondly, the term “stupid” shows how women without education are considered in public. Supporting importance of the education for women, Jane Austen shows that how it is injustice to take women away from education and consider them as “stupid”. Moreover, “stupid” is used for Fanny

as the main character of the novel. She is loved by readers in general and it is something unacceptable for the readers to consider Fanny as a silly person. Consequently, this is a good expression for teaching people that the education is right of “good” women. Thirdly, “did not know” is another important expression. Jane Austen shows how pity women are with these terms. Taking women away from the education makes them unaware of the facts of daily life. As a result, women “do not know” what to do under various circumstances. All these facts make it simple that it is unfair to expect women to behave in right ways despite taking them away from education.

In *Mansfield Park*, Miss Lee uses the school-room for her education. This situation shows that school-rooms are not new places in houses when the novel starts. They are used before the novel starts. However, as Miss Bertrams opposes in some manner, it can also be claimed that despite of the fact that there is a need for the education of women, some girls are unwilling for education.

Jane Austen writes that:

It had been their school-room; so called till the Miss Bertrams would not allow it to be called so any longer, and inhabited as such to a later period. There Miss Lee had lived, and there they had read and written, and talked and laughed, till within the last three years, when she had quitted them. The room had then become useless, and for some time was quite deserted, except by Fanny (Austen, p.77).

In addition to these sentences, Jane Austen makes another important quote as “except by Fanny”. It can be considered as while some women support ideas of Jane Austen and modern life like Fanny, some of them do not support this idea. Another topic that can be discussed about this expression is that poor women understand the necessity of the education much more than the rich. Fanny, as having “pain” and being “stupid” faces with problems caused by lack of the education and she supports ideas of Jane Austen about the education. On the contrary Miss Bertram, as not being “stupid” and having “pain” according to previous pages, is not aware of the

importance of the education. Using all these expressions, Jane Austen highlights the importance of the education especially for the women coming from middle class.

Jane Austen uses women and the education terms together in her novel. According to Jane Austen, women characters only can talk when they have a good education. Otherwise, they have not got a right to talk in their society and they can not express their opinions easily without the education.

Jane Austen uses terms of the education such as “teach” and “learn” together with Fanny. As the education is a great problem in general, Jane Austen tries to draw a miserable picture containing women and the educational terms together. It is a great problem to be a part of the education world for women in many ways. Not only formal education but also the simplest aspects of the education causes problem for women.

Fanny, in her pity and kindheartedness, was at great pains to teach him how to learn, giving him all the helps and directions in her power, trying to make an artificial memory for him, and learning every word of his part herself, but without his being much the forwarder (Austen, p.83).

Jane Austen asks questions about the education to her readers while reading *Mansfield Park* and her readers think while reading the novel.

There--very good school-room chairs, not made for a theatre, I dare say; much more fitted for little girls to sit and kick their feet against when they are learning a lesson. What would your governess and your uncle say to see them used for such a purpose? (Austen, p.85).

These two sentences are one of the most significant sentences of the novel in terms of the education of women. These sentences may hit many readers about unfair education status of women. Firstly, they are the real dreams of a girl about her desire to education. The girl saying these sentences is very honest and innocent. This innocent desire of the girl for the education shows how women want to be educated.

Even little chairs are a source of great hope for a young lady. These chairs are much more enjoyable than theatre when used for the education.

Jane Austen makes it clear that the society focuses on men with these terms. There are chairs and other tools for making men happy. The chairs are made for theatre. Theatres are generally controlled by men. However, the chairs of theatres are much more needed by girls for their education. A person reading the sentences is to decide which one is more important. It is either the entertainment of men in theatre or the education of women. Considering the social facts of the term, the reader is to make a choice about why these chairs must be used. This kind of a thinking process is to conclude with unavoidable result of today's education system in which girls have the same rights with men. The last sentence as "What would your governess and your uncle say to see them used for such a purpose?" makes it compulsory for readers about thinking process. This sentence is also a good way of criticism of ideas.

There is another point to be discussed with these sentences. The words "much more fitted for little girls to sit and kick their feet against when they are learning a lesson" are also hitting readers. The people always have desires, needs and expectations. Many times, these expectations are personal gains. Many expectations of people are unfair because of focusing personal gains. However, it is also known that the children have the most innocent ideas and expectations. They want something without thinking of gaining others' rights. A girl kicking her feet can be a person as innocent as a baby. Using the chairs is an expectation of a small girl and nothing unsuitable can be considered.

There are many expressions Jane Austen uses for protesting the social status of women especially about the education in *Mansfield Park*. As we know, it is rarely seen that there are women having education in the early nineteenth century. Moreover, even "learning" is a term scarcely used for women. On the other hand, Jane Austen makes a really extraordinary expression using "Fanny" and "teach" in the same sentence. According to Jane Austen, not only learning but also teaching is something that can be applied by women. The author makes a claim that a girl can teach something to someone.

Very well, was her ladyship's contented answer; "then speculation, if you please, Mrs. Grant. I know nothing about it, but Fanny must teach me (Austen, p.115).

Jane Austen thinks women are aware of the importance of the education. Despite some expectations like Miss Bertrams, there can be a consensus about how Jane Austen thinks about it. It is a good example for how women make comments about the education. Whether formal or informal, or whether with positive or negative ideas, Fanny is aware of the importance of the education. Fanny knows that formal and informal education shapes behaviours of the people. As talking about a woman, it is understood that Fanny is also aware of the importance of the education for determining behaviours of a woman.

She does not think evil, but she speaks it, speaks it in playfulness; and though I know it to be playfulness, it grieves me to the soul. The effect of education said Fanny gently. (Austen, p.128-129).

Jane Austen claims that when a woman is educated in a good way, her behaviours and attitudes will be shaped in a good way. On the other hand, when a woman is educated in a negative way, her behaviours and attitudes are shaped in a negative way. The lack of the education makes a woman to be considered as thinking evil. However, it may be realized in this way despite the fact that this woman does not think evil. All these facts make it clear that the education of women is a core element for shaping behaviours and attitudes of women.

Reviewing the literature, it is seen that there are some authors claiming that Jane Austen claims that the education is a determiner about the formation of habits of the people. According to Chan (2006), *Mansfield Park* is an interesting and frustrating novel of Jane Austen. The author focuses on the effect of education, especially "informal education" on formation of behaviours, habits and attitudes of people. Chan thinks that the education is an important factor that changes habits (Chan, 2006).

The expression "The effect of education," said Fanny gently..." also supports ideas of Fanny. How girls talk is determined by their education according to Fanny.

All in all, this expression is used by Jane Austen for claiming that the education shapes behaviours, habits and attitudes of women and Fanny.

The reader meets with Sir Thomas' opinions about education in *Mansfield Park*. He is very proud of Fanny Price, for Fanny learns a lot of things like literature, dance, drawing because of Sir Thomas' support. Without him, Fanny would not be able to do beneficial things in the novel.

Sir Thomas himself was watching her progress down the dance with much complacency; he was proud of his niece; and without attributing all her personal beauty, as Mrs. Norris seemed to do, to her transplantation to Mansfield, he was pleased with himself for having supplied everything else: education and manners she owed to him (Austen, p.115).

According to Jane Austen, the education is very necessary for all women. She supports her ideas in her novel *Mansfield Park* like that: Women want to take a good education, they need to have education, the life is difficult for women without the education, women are aware of the importance of the education, women can learn, women can even teach, behaviours, habits and attitudes of women can be shaped by the education as well as men, both formal education and informal education is important for women.

While reading *Mansfield Park*, the reader meets with some expressions. Jane Austen starts to prove her claims about the education of women via these expressions. One of these expressions is "Sir Thomas himself was watching her progress." With this expression the reader understands as Sir Thomas watches her progress, Jane Austen proves that a woman can show progress thanks to her education. Progress of the girl shows that the education can be beneficial for women not only at early ages but also at later years. The progress of the girl also makes it clear that women can be successful in the education in this century.

Another word is "dance" in the novel to prove Jane Austen's claims about women' education. Whether intentionally or unintentionally, Jane Austen uses the term "dance". According to Jane Austen, the education may change behaviours of

women. However, the term “dance” also suggests that Jane Austen wants to demonstrate that the education will also be beneficial for the development of psychomotor skills of women. Not only reading books but also the education is beneficial for women.

The reader also meets with “complacency” expression in *Mansfield Park*. Complacency shows how a man can be proud of education of a lady. The success of women in education can make a man proud. Jane Austen provides another reason of women’ education with this expression adding to “pain” of women without a good manner of education.

In this novel, Jane Austen expresses that: “He was proud of his niece.” She thinks that no matter who the woman is, she makes a man proud. Moreover, it may also be understood that with education a woman can feel proud. When a woman who does not do something successful, she will not be able to get value. On the other hand, the education makes her more valuable and she turns into a source of proud.

In addition to the education, the beauty of women is also very important for men. Men want to marry beautiful women. They try to find beautiful and successful women for themselves.

The following expression is “without attributing all her personal beauty” in *Mansfield Park*. Especially in the early nineteenth centuries and even today, women are generally evaluated by men taking their beauty in mind. This is something wrong and unfair. Women must be evaluated by their success and capabilities mainly. The beauty is something not related with the success. As a result of evaluating the woman without personal beauty and feeling proud of her, it is seen that Jane Austen reflects the importance of success of educated woman. Even not beautiful or attractive for men, women may take great attention and turn into a successful person with the education.

Fanny Price comes from a different culture to *Mansfield Park*. Her parents are poor people. When she comes to *Mansfield Park*, she meets with a lot of difficulties. However, Fanny Price shows her abilities the people around her thanks to her education.

“Her transplantation to Mansfield” is among the most important expressions used in the novel. Mansfield Park is a really rich and different place for her in terms of the status of it. There are several points unsuited to Fanny Price in Mansfield Park. One may think that it is impossible for Fanny to learn how to be a member of Mansfield Park. On the other hand, Jane Austen does not share this idea. She claims that the education is capable to change a woman. As Fanny can adapt Mansfield Park, Jane Austen proves this idea consequently.

In the early nineteenth century, the lack of education for women may sometimes be criticized by men. The women who have education are much more important than the women who are uneducated for men.

The other expression is “Education and manners women owed to men”. Thanks to these expressions, Jane Austen shows that men can support women about the education. Providing necessary circumstance, men can educate women as they want.

In her novel, Jane Austen continues to focus on the importance of education for women.

To Fanny, however, who had known too much opposition all her life to find any charm in it, all this was unintelligible. She found that he did mean to persevere; but how he could, after such language from her as she felt herself obliged to use, was not to be understood. She told him that she did not love him, could not love him, was sure she never should love him; that such a change was quite impossible; that the subject was most painful to her; that she must entreat him never to mention it again, to allow her to leave him at once, and let it be considered as concluded forever. And when farther pressed, had added, that in her opinion their dispositions were so totally dissimilar as to make mutual affection incompatible; and that they were unfitted for each other by nature, education, and habit. All this she had said, and with the earnestness of sincerity; yet this was not enough, for he immediately denied there being anything uncongenial in their

characters, or anything unfriendly in their situations; and positively declared, that he would still love, and still hope! (Austen, p.154).

In fact, this situation declares that the lack of education determines the marriage of women in the early nineteenth century. It is something tragic. When a woman loves someone, she may not accept his offer because of her education. Someone may claim that the education is still an indicator even in today`s life. Furthermore, someone may also claim that it is true to consider the education level while deciding to marry. However, considering the nineteenth centuries, it is something more damaging. Because of the fact that many women are unable to decide whether they will obtain education or not, they also suffer from conclusions of this situation. This expression demonstrates that even “love” is affected with the lack of education for women. This is something hard for a person. A woman may love, however, she may not date with the man because of her education.

On the other hand, the education results in many good ways for women. As like everybody, women also want to be useful. It is one of the basic needs of the mankind to be useful. Especially in the early nineteenth century, women were not considered as useful as men. It is something irritable for women. This is something that hurts a woman. With this expression, Fanny becomes a useful person in her mind. It is something tremendous for her. Fanny is able to change her status with education. This kind of a progress means the change of many things in her life. In other words, getting education, whether at school or at home, provides many benefits to a woman in terms of many topics such as feeling herself secure, developing herself etc. In *Mansfield Park*, Jane Austen writes that:

Fanny was very anxious to be useful, and not to appear above her home, or in any way disqualified or disinclined, by her foreign education, from contributing her help to its comforts, and therefore set about working for Sam immediately; and by working early and late, with perseverance and great despatch, did so much that the boy was shipped off at last, with more than half his linen ready. She had great pleasure in feeling her usefulness, but could not conceive how they would have managed without her (Austen, p.183).

Jane Austen focuses on the fact that the education develops the lives of women in many ways. Apart from material benefits, psychological development of women is strongly supported by being useful. When Fanny comes to Mansfield, she feels very anxious. However, as time passes, she becomes successful and full of happiness. The words “She had great pleasure in feeling her usefulness, but could not conceive how they would have managed without her” show how she feels. It is enjoyable and exciting for Fanny to do something. After having education for a period of time, Fanny gets rid of anxiety and succeeds something. It is a very important development for a person. It can be said that Jane Austen makes a great job about expressing how the education and the working make someone feel good.

Especially for a woman in the early nineteenth century, the education is an important thing. This is also true in today`s life. Via her expressions, Jane Austen makes a great criticism to the social life of the early nineteenth century. She insists on the fact that educated women have many benefits in her society. Especially the emotional situation of Fanny is a great opposition to approaches to the role of women in the early nineteenth century. Despite the fact that the role of women in this period is growing children and serving to men, Fanny`s feelings are great expressions for her role in the society from a woman`s point of view.

In *Mansfield Park*, Jane Austen describes Fanny as a person affecting others.

Susan, she found, looked up to her and wished for her good opinion; and new as anything like an office of authority was to Fanny, new as it was to imagine herself capable of guiding or informing any one, she did resolve to give occasional hints to Susan, and endeavour to exercise for her advantage the juster notions of what was due to everybody, and what would be wisest for herself, which her own more favoured education had fixed in her. Her influence, or at least the consciousness and use of it, originated in an act of kindness by Susan, which, after many hesitations of delicacy, she at last worked herself up to. It had very early occurred to her that a small sum of money might, perhaps, restore peace for ever on the sore subject of the silver knife, canvassed as it now was continually, and the riches which she

was in possession of herself, her uncle having given her 10 at parting, made her as able as she was willing to be generous (Austen, p.185).

As seen, Jane Austen develops the status of Fanny in the life. She has been capable of directing another person. Jane Austen uses terms “women” and “teach” in her novel. At the early nineteenth century, the author directly shows that women are people capable of teaching something to someone. Today, many women are teachers. Indeed, Jane Austen is able to see that women are capable of teaching something to people.

As known, education makes women feel good. Jane Austen supports this idea directly using expressions “it was to imagine herself capable of guiding or informing any one”. (Austen, p.186). Before this time, it was impossible for Fanny to teach someone something. Moreover, Fanny was described as someone who could not even learn something. Moreover, she was characterized as “stupid”. This stupid girl turned into a clever girl teaching something to someone.

There has been a tremendous advancement in feelings and ideas of Fanny. Once she was so unwilling for learning, she is teaching now. In *Mansfield Park*, it is written that:

Yes, I know there is, till I am seventeen. But I must tell you another thing of Fanny, so odd and so stupid. Do you know, she says she does not want to learn either music or drawing (Austen, p.15).

With these sentences, it is seen that Jane Austen changes the life of Fanny so good that a person reading this novel understands the importance of development of the woman in many ways. There are two different properties of one girl in this novel. She is a person unwilling to learn even basic lessons of a girl in the early nineteenth century. After a period of time, she turns into a person who tries to teach and give directions to other people.

In her novel, Jane Austen starts to shape the society’ ideas.

These were the circumstances and the hopes which gradually brought their alleviation to Sir Thomas, deadening his sense of what was lost,

and in part reconciling him to himself; though the anguish arising from the conviction of his own errors in the education of his daughters was never to be entirely done away (Austen, p.213).

When it was something unimportant to educate women, or at least not so important, even Sir Thomas realizes that it is vital to educate women. It was a great obligation to educate women and this was understood by even men. Jane Austen started with the facts of the nineteenth century as Fanny was stupid and deserved “more pain”. In the novel, Fanny has become successful in her work life. Before she was someone unable to learn but then later, she became someone who was able to give directions to others. Consequently, starting from unable to learn, Jane Austen forced Sir Thomas to admit that he did not give necessary importance to the education of girls.

Moreover, Jane Austen not only shows the fault of men about the education of women but also shows it is something regretful. Sir Thomas understands his fault and he regrets about it. Jane Austen expresses the situation as “...Sir Thomas, deadening his sense of what was lost, and in part reconciling him to himself; though the anguish arising from the conviction of his own errors in the education of his daughters...” Perhaps, with these words, men may regret about their wrong and unfair approaches about the education. The regret of Sir Thomas reflects the regret of many other fathers with these terms.

Consider that a person having daughters. They are well educated comparing with a relative who is poorer comparing with him. Daughters of this man have better education and have higher status in the society. Then, they meet with their poorer cousin. This cousin is poor and has little education. She is unsuccessful and considered as a stupid. She is considered as not having ability to learn. She faces with great pains. However, time passes on. The girl having little education tries to educate herself even with informal education. She has better relationships with other people. She starts to work. At first, it is very difficult to work. However, when the time passes on, she starts to become successful in her work. She starts to teach the people how to work and starts to give directions the people around her. After a period of time, she becomes more educated and more successful from the daughters

of this person. She becomes more and more popular with her success. Moreover, she also makes a successful marriage with a well-known boy. After all, the man sees this poor girl becomes more and more successful than his girls. Really, it makes this man regretful. Jane Austen shows how regretful men in the early nineteenth century must be when they did not pay great attention to the education of their daughters. Jane Austen tries to teach the people in the early nineteenth century that lack of education of women is a source of regret for men.

Moreover, Jane Austen goes a step further. In spite of the fact that it is rare to see the men focusing on the education of women, Jane Austen tries to establish a society not only giving attention to the education of women but also giving attention to how to educate women. According to the author, it is not enough to give courses to women. In Jane Austen`s ideal society, how the education introduced is also an important topic to be discussed. In *Mansfield Park*, she says that:

Wretchedly did he feel, that with all the cost and care of an anxious and expensive education, he had brought up his daughters without their understanding their first duties, or his being acquainted with their character and temper (Austen, p.214).

These expressions show the ideas of Jane Austen about how the education must be organized for women. It is seen that it is not enough to provide the education to women in the society. Just like as men, it must be systematic and must have some aims. First of all, women must understand and learn their duties and develop themselves. When not organized in a beneficial way, it will not make any sense. The money spent for the education is not enough. The education of women must be controlled and provided with certain aims. Otherwise, it will be unavoidable to face with great regrets after unsuccessful education process of women.

Jane Austen gives other examples about unsuccessful education activities. At this point, general information about the education of Fanny can be provided. Firstly, the education process of Fanny is guided by Edmund. It is seen that the education directed by Edmund provides great benefits to Fanny. Her strengths are mainly shaped by the education. This education changes many things in her life. Firstly, she

is not a lady as fine as Maria or Julia. Comparing with these girls, Fanny is not a fine lady. Reading the first pages of the novel, it is normal to think that it is impossible for Fanny to be as good as Maria and Julia at many topics.

That Julia escaped better than Maria was owing, in some measure, to a favourable difference of disposition and circumstance, but in a greater to her having been less the darling of that very aunt, less flattered and less spoiled. Her beauty and acquirements had held but a second place. She had been always used to think herself a little inferior to Maria. Her temper was naturally the easiest of the two; her feelings, though quick, were more controllable, and education had not given her so very hurtful a degree of self-consequence (Austen, p.215).

Fanny is bad at music and art comparing with Maria and Julia. However, she is really eager to read and do some other activities in order to educate herself. She is curious. She always wants to read and learns something else. She is not fully interested in music or art. She is interested with many other things like the accounts of Lord Macartney about China.

Jane Austen tells her readers in *Mansfield Park* that:

If Tom is up, I shall go to him directly and get it over, and when we meet at breakfast we shall be all in high good-humour at the prospect of acting the fool together with such unanimity. You, in the meanwhile, will be taking a trip into China, I suppose. How does Lord Macartney go on?"--opening a volume on the table and then taking up some others. And here are Crabbe's Tales, and the Idler, at hand to relieve you, if you tire of your great book. I admire your little establishment exceedingly; and as soon as I am gone, you will empty your head of all this nonsense of acting, and sit comfortably down to your table. But do not stay here to be cold (Austen, p.79).

Fanny's curiosity provides many benefits to her. At least, Fanny understands the society better comparing with the other girls around her thanks to reading many

things. Her curiosity to read makes her successful during the following pages of the novel.

The formal education of Fanny mainly focuses on kindness and patience. Moreover, she has been able to read many books adding to these characteristic properties. All these aspects of Fanny's education results in success in her life. Another important thing to be considered about the education of Fanny is the desire of Jane Austen to shape ideas of the society about the development of women thanks to the education. As described before, Jane Austen describes a character who "can not learn" and "stupid". She is at lower level comparing with cousins. When the time passes on, this girl develops herself and reads many books. All these books and efforts result in the success of Fanny. This character starts to work and becomes more and more successful than the girls around her. When she is a character unable to learn, she has been a character educating Susan.

Fanny tries to teach her sister in the novel. Because her sister Susan does not have education, Fanny helps her. As a result of it, Fanny becomes very happy and thinks that she develops herself.

There were none in her father's house; but wealth is luxurious and daring, and some of hers found its way to a circulating library. She became a subscriber; amazed at being anything in propria persona, amazed at her own doings in every way, to be a renter, a chuser of books! And to be having any one's improvement in view in her choice! But so it was. Susan had read nothing, and Fanny longed to give her a share in her own first pleasures, and inspire a taste for the biography and poetry which she delighted in herself (Austen, p.186).

When the time passes, Fanny is a person teaching another person with the tactics of Edmund. According to Baird, Fanny trains Susan with the system of Edmund. Edmund shows a great patience to Fanny. Consequently, Fanny shows a great patience to Susan and becomes successful with this technique (Baird, 2002).

3.2. The Role of Women at Work in *Mansfield Park*

Except from the success of Fanny, there are not many things to be mentioned about the work life of women. The main examples of the work lives of women in *Mansfield Park* were activities of Fanny. Jane Austen showed that how women can be successful in the work life. Despite the fact that this topic must have been analyzed under this title, it is also related with the education. The success of Fanny about this job is mainly related with the education. This is why the title of the education is chosen.

Fanny was very anxious to be useful, and not to appear above her home, or in any way disqualified or disinclined, by her foreign education, from contributing her help to its comforts, and therefore set about working for Sam immediately; and by working early and late, with perseverance and great despatch, did so much that the boy was shipped off at last, with more than half his linen ready. She had great pleasure in feeling her usefulness, but could not conceive how they would have managed without her (Austen, p.183).

The majority of the works done by women are ones done by women in their houses. They may be maids or do needleworks at homes. However, there are also some examples of the women at the work. At this part of the study, both house works at home and other works done by the women in *Mansfield Park* will be evaluated in order to understand whether Jane Austen tries to make a public opinion about the role of women at the work.

The role of women in the work life is generally the works done at homes. There are housemaids at homes doing regular works of the house. It is understood that women work as housemaids and make money consequently. Moreover, the duties of these women are not limited with ordinary house works. These expressions also demonstrate that there are many duties of housemaids. As seen, they are obliged to take care of a child coming from another place. They plan that the housemaids will look after the child.

Nanny shall fetch her, however it may put me to inconvenience to have my chief counsellor away for three days. I suppose, sister, you will put the child in the little white attic, near the old nurseries. It will be much the best place for her, so near Miss Lee, and not far from girls, and close by the housemaids, who could either of them help to dress her, you know, and take care of her clothes, for I suppose you would not think it fair to expect Ellis to wait on her as well as the others. Indeed, I do not see that you could possibly place her anywhere else (Austen, p.11).

Reading carefully, one can easily see that there are not standards for the responsibilities of the women working at homes as housemaids. They may have extra works to do at any time. A guess or any other situation may bring an extra burden to these women. Moreover, it is also understood that they will look after this child. It means that they will take care of the child whenever the baby needs. In other words, women do not have certain working hours and certain rest hours. Whenever a person needs anything, they are to be ready to help them.

The housemaids have some rights despite their unlucky working conditions such as working hours and the lack of standards in their works. Jane Austen also states that in her novel *Mansfield Park*:

Very fine indeed, said Miss Crawford, laughing. It must do the heads of the family a great deal of good to force all the poor housemaids and footmen to leave business and pleasure, and say their prayers here twice a day, while they are inventing excuses themselves for staying away (Austen, p.46).

Jane Austen uses the expression “poor”. This word can be understood in two ways. First of all it can be understood as “miserable”. Secondly, it may be understood as poor. Whether understood as miserable or poor, it is understood that they work under bad circumstances. Considering miserable, it can be said that above mentioned claim is supported. When it is understood that they earn little money, it has also a negative conclusion. It means that women workers earn a limited amount

of money despite the fact that they work so long. Perhaps, Jane Austen used her language in a perfect manner aiming to expressing that women earn little money and work under miserable conditions.

Jane Austen generally restricted the duties of women in the house works and the works done at home. For example, drawing is seen as a “work” for the women created by Jane Austen. At many parts of the novel, Jane Austen mentions about drawing room and drawing as if it were a real work that must be done.

Fanny could read, work, and write, but she had been taught nothing more; and as her cousins found her ignorant of many things with which they had been long familiar, they thought her prodigiously stupid, and for the first two or three weeks were continually bringing some fresh report of it into the drawing-room (Austen, p.14).

Drawing-room is a real work for the women in this century. They work in this room and it is a place in which women develop themselves solely. They do not mention about the capability of Fanny.

It is not normal for women to earn money. Fanny goes to cut roses. However, Fanny has a headache at the same time. She goes to cut roses despite illness. Edmund criticises this situation as:

Edmund got up and walked about the room, saying, "And could nobody be employed on such an errand but Fanny? Upon my word, ma'am, it has been a very ill-managed business (Austen, p. 40).

The word chosen by Jane Austen is very important at this point. In fact, cutting roses is a real duty for women. Someone must do that so called “job” despite illness. However, Jane Austen thinks that it is not a real job. It is an “errand” that is not an obligation for someone who has a headache. In fact, Jane Austen is right about this criticism. It is not a real job and it is an “errand”. However, the women in *Mansfield Park* and also Fanny consider it as a very important thing to be done like a real job.

It can also be claimed that Jane Austen criticizes the current situation. In the mind of the author, women accept their limited role in the society via accepting that cutting roses is a very important thing to do. However, Jane Austen makes it clear that even a man sees it as an “errand”. Perhaps, Jane Austen did not criticize the society in the early nineteenth century. Jane Austen directly opposed to the women in her own time.

According to Jane Austen, women are generally dealt with minor works at the home. In fact, they do not earn money from these kind of works. However, it is also understood that these kind of works have great importance for women.

That is a very foolish trick, Fanny, to be idling away all the evening upon a sofa. Why cannot you come and sit here, and employ yourself aswedo? If you have no work of your own, I can supply you from the poor basket (Austen, p. 39).

Jane Austen expresses that despite the society do not consider them as real “works”, they are significant works for women. This situation can be realized as inner ideas of women. They want to work and do something. If they have opportunity to work in any way even at home with minor works, it is something big for women. All these things show that Jane Austen shows the society the great potential of women about the work life.

From the point of women, these works are important works and have great difficulty. Because women feel themselves as important people in the society, they think that their works are also very important.

As he said this, each looked towards their mother. Lady Bertram, sunk back in one corner of the sofa, the picture of health, wealth, ease, and tranquillity, was just falling into a gentle doze, while Fanny was getting through the few difficulties of her work for her (Austen, p. 66).

Fanny thinks that her work has significance and great difficulty. It must be accepted that Fanny has a great potential for the work life.

The main work for women is being a housemaid in this century. It is not so easy to be a housemaid. One can consider that, comparing with working in a factory or office, it is easier to be a housemaid. However, Jane Austen does not share the same idea. In her opinion, it is something difficult to work as a housewife. As seen, a person in the house is trying to “find employment” for the housemaids. It means that the housemaids have some other duties apart from doing works in a house. They have to make the ladies in the house happy as well.

Having visited many more rooms than could be supposed to be of any other use than to contribute to the window-tax, and find employment for housemaids, “Now,” said Mrs. Rushworth, “we are coming to the chapel, which properly we ought to enter from above, and look down upon; but as we are quite among friends, I will take you in this way, if you will excuse me (Austen, p.46).

Expressing that it is not so easy to be a housemaid, Jane Austen also claims that these women can do difficult jobs. A work done by women is worth to be labelled as “difficult”. In other words, despite general perspective in this area, Jane Austen strongly claims that women can be successful in difficult works. However, as the time passes on, the readers understand that there is a real need to work for women. As Julia is engaged and unemployed, it is a problem for her. It would have been better if Julia had been employed.

Maria, with only Mr. Rushworth to attend to her, and doomed to the repeated details of his day's sport, good or bad, his boast of his dogs, his jealousy of his neighbours, his doubts of their qualifications, and his zeal after poachers, subjects which will not find their way to female feelings without some talent on one side or some attachment on the other, had missed Mr. Crawford grievously; and Julia, unengaged and unemployed, felt all the right of missing him much more. Each sister believed herself the favourite. Julia might be justified in so doing by the hints of Mrs. Grant, inclined to credit what she wished, and Maria by the hints of Mr. Crawford himself (Austen, p.61).

With these words, Jane Austen does not try to explain that women must work. The author directly shows that it is something bad for women because of unemployment. Many things would be changed if she were employed. Remembering the education of women, Jane Austen starts novel by showing that Fanny is incapable and there is no need for her education. While reading *Mansfield Park*, it is seen gradually that Fanny can be good at the education and may be successful in the work life. At the end of the novel, it is seen that Fanny turns into a person “teaching” someone. Jane Austen uses the same technique at this part. In the first pages of the novel, there is not a real job for women except being the housemaid. However, when the novel goes on, it is seen that there is a need for the employment for women. Women can also work as an actress according to Jane Austen.

With all your partiality for Cottager's wife,” said Henry Crawford, “it will be impossible to make anything of it fit for your sister, and we must not suffer her good-nature to be imposed on. We must not allow her to accept the part. She must not be left to her own complaisance. Her talents will be wanted in Amelia. Amelia is a character more difficult to be well represented than even Agatha. I consider Amelia is the most difficult character in the whole piece. It requires great powers, great nicety, to give her playfulness and simplicity without extravagance. I have seen good actresses fail in the part. Simplicity, indeed, is beyond the reach of almost every actress by profession. It requires a delicacy of feeling which they have not. It requires a gentlewoman--a Julia Bertram (Austen, p.70).

There are two important topics to be discussed. First of all, Jane Austen mentions about another job that women can do. According to Jane Austen, women can work as an actress. However, the main topic to be discussed is that there is a great opposition to the role of women. According to Henry Crawford, becoming actress is not suitable for the girl. This role requires some characteristic properties and the girl does not have these qualifications. According to Mr. Crawford, the girl has a good nature. He thinks that the girl must take role for another character called Amelia.

In fact, it can be seen as a normal and correct comment to make adjustments among the roles. One can play better in another role. However, this situation may be evaluated from a different perspective. The actors and the actresses have their own characteristic properties. However, they play many different roles. A person may play as a genuine in a movie and play as an idiot in another movie or in theatre. This is something about talent. Unfortunately, Crawford as a “man” strongly thinks that a woman can not play a role different from her own character. Today, women are playing different characters in a good way. However, it is seen that it is something unbelievable in the early nineteenth century to accept a woman can play different roles.

Women have a great potential for working. Jane Austen expresses her opinions like that:

The curtain will be a good job, however. The maids do their work very well, and I think we shall be able to send back some dozens of the rings. There is no occasion to put them so very close together (Austen, p. 73).

It is understood that the housemaids do their work in an effective way. However, there is a need for more work for women. In spite of the fact that housemaids do their job well, women want to deal with these jobs as well. It is the desire of women about participating the work life.

In the early nineteenth century, it is generally assumed that women are unable to work as successful as men. Men are better than women and do jobs better consequently. Jane Austen criticizes this situation and tries to demonstrate that women have capability to analyze the necessities of the works. They can decide what to do, what to use and how to complete jobs. They are not ones who are unable to analyze and evaluate the necessities of the work life. Women want to have a right to talk in the society and one of these ways is working for women.

She had done a great deal of carpet-work, and made many yards of fringe; and she would have answered as freely for the good conduct

and useful pursuits of all the young people as for her own (Austen, p. 88).

This sentence is a good way of desire of women for working. Focusing on the carpets demonstrates that women try to use all opportunities for working. They are looking for the ways of doing something despite limited opportunities. They are closed to homes and have limited chances for working. However, they deal with the needlework, the curtains, and the carpets and so on. Reading all these facts, one can possibly think that women can do many things when they have a chance in the work life. The level of willingness of women is highlighted by Jane Austen via Fanny in a good way.

Jane Austen not only tries to express that women can work. She also tries to demonstrate that earning money is not a sole aim of women. Jane Austen writes as:

Fanny's; and while there was a gleam of sunshine she hoped not to be driven from it entirely, even when winter came. The comfort of it in her hours of leisure was extreme. She could go there after anything unpleasant below, and find immediate consolation in some pursuit, or some train of thought at hand. Her plants, her books-- of which she had been a collector from the first hour of her commanding a shilling-- her writing-desk, and her works of charity and ingenuity, were all within her reach; or if indisposed for employment, if nothing but musing would do, she could scarcely see an object in that room which had not an interesting remembrance connected with it (Austen, p. 77).

The main point to be examined in these sentences is “charity”. The women' Philanthropy Institute at the University of Indiana makes a study in the recent times. According to the results of this study, the women are forty percent more eager to donate money and make activities for charity comparing with men. Moreover, the study shows that not only the women having a high level of income but also the women from different income levels are eager to participate in charity activities. Comparing with men, women are much more sensitive about these activities (Newcomb, 2001).

This reality was understood by Jane Austen many years ago. In *Mansfield Park*, there is an important detail. When a man is dealt with slavery trade, a woman is dealt with it in her free time. Now, one can suppose that if Fanny had a good work and earned a great amount of money, she would donate money for charity. Many people would benefit from her donations and similar activities. All these show that Jane Austen criticizes the society about the perspectives on women.

Jane Austen showed the society how a woman with low level of the education may be insulted. Jane Austen used some hard expression such as “not know”, “stupid” and “more pain”. She wrote her novel *Mansfield Park* in order to make the society understand how uneducated women face with pity.

Miss Crawford came with looks of gaiety which seemed an insult, with friendly expressions towards herself which she could hardly answer calmly. Everybody around her was gay and busy, prosperous and important; each had their object of interest, their part, their dress, their favourite scene, their friends and confederates: all were finding employment in consultations and comparisons, or diversion in the playful conceits they suggested. She alone was sad and insignificant: she had no share in anything; she might go or stay; she might be in the midst of their noise, or retreat from it to the solitude of the East room, without being seen or missed (Austen, p. 80).

In fact, it is not about Fanny. However, it is a perfect example about how Jane Austen tries to awake the society about the feelings of women as a result of lack of work experience. At this part of the novel, Miss Crawford experiences one of the worst days of her life. She is in a new place. She is in a mood that can be described with a term as bad as “insult”. Despite the fact that other people send friendly expressions to her, she can not even respond to these friendly expressions. It is such a difficult situation that even corresponding to friendly behaviours is impossible.

The people around her were men. They were working. They were doing something. According to Miss Crawford, and also according to the society, they are “important” people. However, this is not same thing for Miss Crawford. She was not

able to work as well as men. She was not educated like men. This was something terrible. She feels herself insulted and unimportant. "...She alone was sad and insignificant..." Jane Austen uses this expression in order to show the society how women feel when they can not be a part of the society in which they live.

At this part, there is another hitting quote. Jane Austen writes "...she had no share in anything; she might go or stay; she might be in the midst of their noise, or retreat from it to the solitude of the East room, without being seen or missed..." This situation shows how the situation is bad. "... Without being seen or missed..." can be interpreted in a very bad way. When you see a person who does not want to be seen, it means that this person hates other people and does not want to get in touch with anybody. Moreover, a person who does not want to be missed does not like anybody. Moreover, he does not want anybody to be friend with him. It is a very dangerous situation. These kinds of people have mental problems. They may harm themselves and other people around them. Suppose that nearly half of a society does not work and feel themselves like this circumstance. It is something awful for a society and it is a significant problem to be solved.

Just after teaching the society how dangerous it is when the people do not consider them as useful, Jane Austen takes attention to how women feel good when they feel themselves useful. She writes that:

Many uncomfortable, anxious, apprehensive feelings she certainly had; but with all these, and other claims on her time and attention, she was as far from finding herself without employment or utility amongst them, as without a companion in uneasiness; quite as far from having no demand on her leisure as on her compassion ... She was occasionally useful to all; she was perhaps as much at peace as any (Austen, p. 83).

In page 135, it is written as "... I cannot think what is the matter with me," said Lady Bertram. "I feel quite stupid. It must be sitting up so late last night. Fanny, you must do something to keep me awake. I cannot work. Fetch the cards; I feel so very stupid." The cards were brought, and Fanny played at cribbage with her aunt till

bedtime; and as Sir Thomas was reading to himself, no sounds were heard in the room for the next two hours beyond the reckonings of the game—“And that makes thirty-one; four in hand and eight in crib”.

Jane Austen highlighted how other women felt about a woman when she is unable to do something good because of lack of the education. In her novel, Jane Austen used the word “stupid” about the ideas of women on other women. At this part of the novel, Jane Austen tries to demonstrate to the society how women think about themselves when they are unable to do something good about themselves. Jane Austen uses the term “stupid” again. It means that women consider other as “stupid” when they are useless for both others and themselves. On the other hand, Jane Austen demonstrates that being useful makes women happy.

“Stupid” is a really bad expression making people irritated. This expression tells how bad it is for a woman to be useless. For this reason the society must be aware of this fact and permit women to do something in their lives. Moreover, it is also seen that Lady Bartram says “Fanny, you must do something to keep me awake”. This is another important quote to be examined. Jane Austen shows to the society that women look for ways in order not to feel “stupid”. They try to work although they need to sleep. She begs help from another woman in order to be able to work. This is an example of cooperation among women during working. It is also a good example of how women may interact in the work life and support each other consequently.

At following pages, Jane Austen gives clues about the principles of women about their works. In page 152, it is written as “... Fanny would have had quite as good a walk there, I assure you, with the advantage of being of some use, and obliging her aunt: it is all her fault. If she would but have let us know she was going out but there is a something about Fanny, I have often observed it before--she likes to go her own way to work; she does not like to be dictated to...”.

These sentences show that women have some principles. Some of them do not want to be dictated. They want to go on their own ways to work. Sometimes, under working conditions, women want to be free and do their work as they like.

Jane Austen claims that not only men but also women have principles about working. The potential of women about working is turned into having principles. In fact, it can be interpreted as how women will develop themselves in the work life. There is a hint about the future of women in the work life given by Jane Austen.

Jane Austen also expresses that it is nonsense to give women permission to work. There is a need for more. Women must not only have right and opportunities to work but also they must have a right to choose their own working styles. The freedom to work must be supported by the freedom to work with own principles. When the woman start to work, they must not be people getting dictations from the men in the work life. The freedom in the work life must be complete for women according to Jane Austen. This idea is something impossible to see in the early nineteenth century. However, Jane Austen told the society that one day, women will work in a free way as in today`s working conditions.

However, Jane Austen was aware of the fact that it is not so easy to give women freedom in the work life. In page 176, it is written as “... conjectures how she would be employed, schemes for an action with some superior force, which (supposing the first lieutenant out of the way, and William was not very merciful to the first lieutenant) was to give himself the next step as soon as possible, or speculations upon prize-money ...”.

As seen, the working conditions of Fanny is determined by a man. Fanny has not a right to determine and “choose” her working conditions. Despite having an employment, she is under dictations of a man. This man determines working conditions of Fanny. However, it must be admitted that even Fanny being employed is a great success for her and Jane Austen reflects the advancement of the woman about this topic.

Up to the end parts of the novel, Jane Austen focused on many important topics about working conditions of women although it was not seen as important as the education by Jane Austen. At the end parts of the study, Jane Austen shows how women really feel about working conditions. In page 205, it is written as “... There is nothing like employment, active indispensable employment, for relieving sorrow.

Employment, even melancholy, may dispel melancholy, and her occupations were hopeful. She had so much to do, that not even the horrible story of Mrs. Rushworth-- now fixed to the last point of certainty could affect her as it had done before..."

Jane Austen expresses her opinions about working. According to her, working women are important for the society. Women can develop themselves by working. They want to become useful for themselves, their families and their societies. The most important way in order to provide them is working for women.

CONCLUSION

Jane Austen is a great writer known by many people around the world. It is also seen that *Mansfield Park* is an important novel by Jane Austen. In this novel, there are many criticisms made by the author against some aspects of the social life in her age. It is mainly about women. In the novel, there are women having different properties like educated and rich girls, poor Fanny Price, rich women with rich men as well. However, all these women live in the same house and there is a huge interaction among these ladies having different aspects.

Fanny Price is a different woman from other women in the novel. Although Fanny comes from a lower middle class family in Portsmouth, she becomes the mistress of Mansfield Park. She does not give importance to money or material things like other women. Her principles are very important in her life. Her happiness does not depend on wealth. Actually, Fanny Price is a lucky woman because Sir Thomas Bertram and his younger son Edmund realize Fanny's abilities and strong sides. Fanny Price does not behave in a selfish way like other women characters in *Mansfield Park*. Even when her hope about love towards Edmund appears to have finished, she only wants Edmund's happiness. She never thinks about herself. Edmund's happiness is her main consideration. At last, Fanny Price arrives a happy life with Edmund Bertram (Norman, p. 115).

Reviewing the literature, it is seen that the role of women in the society during the early nineteenth century is not similar as today's world. The women of the age had limited opportunities in various aspects of daily life. In *Mansfield Park*, Jane Austen evaluates the social roles of women in the society. The author mainly opposes these roles and does not share the same ideas with the people living in the early nineteenth century. In her novel, Jane Austen directs people to an ideal society in terms of the roles of women. While doing that, Jane Austen both reflects general

characteristic properties of the society and claims how it should have been. By focusing especially on Fanny Price, Jane Austen criticizes especially two topics in *Mansfield Park* about the role of women. These topics are the role of women in education life and in work life.

In this novel, the power of intellectual and moral values is very important. The reader understands their importance. The heroine Fanny Price has intellectual and moral values. Although she has less health, less energy, less good looks, less prestige than the rest of the family, less material things, less clothes unlike other characters in the novel, she is a clever and justified woman in the novel. After these values are seen by other characters in the novel, Fanny Price becomes an important person in Mansfield society (Sturrock, p. 72).

Evaluating *Mansfield Park*, it is seen that Jane Austen does not like the education procedures of women in the early nineteenth century. She tries hard to shape the society in terms of offering opportunities to women about education. For example, Jane Austen tries to tell that education is something beneficial for women. She also insists on that there are differences between educated women and uneducated women. She describes how education is away from women. The lack of education had great negative effects on the lives of women even in the early nineteenth century. A very important point discussed in the life of Fanny Price is that women want to reach education strongly. They are aware of the importance of education and Fanny likes reading books and doing other activities for the education in order not to be a “stupid”. Moreover, another important claim of Jane Austen is that women can learn despite general ideas of the century. She also claims that women can even teach something to someone. The most important point that is aimed to interpret to the society by Jane Austen is that women want to be “useful” and this can be reached by education. Finally, she teaches to the society that how a man can be regretful after seen the negative effects of the lack of adequate education for women.

Jane Austen sometimes draws Cinderella theme to her readers in her novels like *Mansfield Park*. She finishes her novel with a happy ending. Her heroine marries

a man who has a good income and social prestige. The man who has such qualities is like a prince for the heroines in Jane Austen's novels (Copeland, McMaster, p.117).

Another important social role of women protested by Jane Austen is the role of women in work life. Jane Austen tries hard to interpret that women can work as housemaids, they can do hard jobs, unemployment is harmful for women, they want to work, they need to work and working has positive consequences for women.

All in all, it is seen that Jane Austen protests against the social situation in the early nineteenth century in terms of the roles of women. It is seen that Jane Austen tries to establish a society similar to today's world. While doing this, Jane Austen gives importance to Fanny Price in her novel. When the reader looks at Fanny Price from Jane Austen's perspective, she can think that Fanny Price has a special place in Jane Austen's heart. Jane Austen refers to Fanny as "My Fanny" at the end of the novel. For Jane Austen, her novels are her own children. Thus, Fanny has an important place in her life. Jane Austen sees Fanny Price as a poor and weak child and she thinks that she deserves her mother's interest (Tyler, p.143).

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