THE REFLECTION OF VICTORIAN SOCIETY THROUGH ALICE'S FANTASY AS SEEN IN CARROLL'S THROUGH THE LOOKING GLASS AND WHAT ALICE FOUND THERE

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Gudeliva Yunika Lilik Subari
You can get the whole truth
after seeing both sides of mirror of life.
Not only one.
And that mirror is very close.....
Look at your heart
and its reflection becomes real.
Make your heart a mirror
and reflect there.
(Dee, Supernova)

Dedicated to:
The Creator of the Universe,
My beloved family:
  my dad, my mom,
  my sis’ and my bro’.
Also, my dearest relatives.
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ABSTRACT


In this thesis the writer analyzes the reflection of Alice’s fantasy as revealed in Carroll’s Through The Looking Glass and what Alice found there. The reason for choosing the topic is that the novel describes the incredible fantasy of a child in reflecting her society. Another reason for choosing the topic is the brilliance of Alice in creating her fantasy. Based on the topic, there are three objectives presented in the thesis; firstly, to find out Alice’s characteristics and their influences to the creation of her fantasy; secondly, to find out the society in Alice’s fantasy, and thirdly, to know Alice’s reflection of Victorian society through her fantasy.

The study uses library research since it deals with the history of Victorian era. To analyze the problems, the writer uses Rohrberger’s socio-cultural historical approach, which views a literary work from the social condition when the work is written. The writer uses this approach as a frame in analyzing the topic. In answering the problems, the writer firstly looks for the data from the novel. Then, the writer collects supporting facts of the Victorian society from the source books. The writer also gains some criticisms and theories to support the analysis.

The analysis reveals Alice’s characteristics and their influences to the creation of her fantasy. Alice has imagination, cleverness, creativity, curiosity and strong-will. Alice’s learning on reality gives her knowledge in constructing her fantasyland, Looking Glass world. Alice portrays the issues that happen in Victorian society in her fantasy. During her journey, Alice portrays social class structures, capitalism, hunger and malnutrition, political authority, theories and new ideas, invention, education, mannerism and etiquette, and morality in Looking Glass world. Through her fantasy, Alice reveals her reflection of the condition in Victorian society. Looking Glass world is Alice’s concept of Victorian society. Looking Glass world is Alice’s sight of adult’s world (Victorian society).

In Through The Looking Glass and what Alice found there, Alice’s moral judgment views Victorian society. Alice’s innocence creates amusement without being cynical in criticizing the society.
ABSTRAK


Dalam thesis ini penulis menguraikan cerminan masyarakat Victoria melalui fantasi Alice seperti yang terungkap dalam novelnya Carroll, Through The Looking Glass and what Alice found there. Alasan memilih topik ini adalah karena novel ini menggambarkan fantasi seorang anak yang luar biasa dalam merefleksikan masyarakatnya. Alasan lain memilih topik ini adalah kecerdasan Alice dalam menciptakan fantasinya. Berdasarkan topik diatas, ada tiga tujuan yang dikemukakan dalam thesis ini; pertama, untuk mengetahui karakteristiknya Alice dan pengaruhnya terhadap penciptaan fantasinya; kedua, untuk mengetahui masyarakat dalam fantasai Alice, dan ketiga, untuk mengetahui cerminan masyarakat Victoria melalui fantasinya Alice.


Dalam Through The Looking Glass and what Alice found there, penilaian moralnya Alice melihat masyarakat Victoria. Kepolosan Alice menciptakan kejenakaan tanpa menjadi sinis dalam mengkritik masyarakat.
CHAPTER I
INTRODUCTION

A. Background of the study

Fantasy always gives pleasure to the people. Fantasy takes people to an imaginative world where they can be the main characters. They can be whoever they want to be and they can do whatever they want to do. Most people use fantasy as a way to escape from their problems of life. Fantasy can release them from their unsatisfied events since fantasy helps them to resolve their problems of life.

Fantasy is one of creative activities mostly done by children. For children, fantasy is not only a way to escape from reality but also a way to go to the world they have never been through before. Their curiosity of adult’s world has grown their fantasy to explore the adult’s world. Children learn from their daily experiences. Children like to observe adult’s world to fulfill their curiosity. Their learning on experiences and observation gives them knowledge to create fantasy. However, their limited experiences and knowledge do not obstruct their creative thinking to create fantasy (Holt, 1983).

Through The Looking Glass and what Alice found there, written by Lewis Carroll, is a novel of a child’s fantasy. The story is about a journey of Alice Liddell, the main character, who joins the giant chess game of life as a white pawn. She replaces Lily who is too small to play in the game. Alice’s destination
is the eighth square where she can change into a Queen. During her journey, she meets weird characters and has many adventures.

Once, Lewis Carroll wrote, “For I think a child's first attitude to the world is a simple love for all living things. And he will have learned that the best work a man can do is when he works for love's sake only, with no thought of fame or gain or earthly reward” (Woollcott, 1977, p. 7). Carroll had a great love for children, especially little girls. He invented many playgames, puzzles, and poems to entertain them. He enjoyed making magic tricks for children. He was also a wonderful storyteller. Mostly his works were dedicated for children.

Carroll's works are different from other Victorian authors' works. The element that distinguishes his works is his nonsense. His works cannot be compared with Edward Lear's work, the father of nonsense, since Carroll's works are more intellectual.

While Carroll's wonderland is purely intellectual, Lear introduces quite another element – the element of the poetical and even emotional. Carroll's works by pure reason, but this is not so strong a contrast: for, after all, mankind in the main has always regarded reason as a bit of joke. Lear introduces his unmeaning words and his amorphous creatures not with the pump of reason, but with the romantic prelude of rich hues and haunting rhythms (Chesterson, 1959, p. 211).

With his mathematics skill, Carroll provides his works with magic and wonder by his nonsense. It has made his works rich of imagination.

In Through The Looking Glass and what Alice found there, Carroll uses Alice to explore the reality (or society) by her fantasy. Different from adult, Alice will perceive the reality as it is. The story has taken the readers to see the society condition in Victorian era through the eyes of a child.
The writer finds this novel interesting to discuss since the author uses a child’s fantasy to describe the society condition that happens in that time. Throughout this novel, Carroll implicitly speaks about social class, education, money, hunger, capitalism, invention, and other social problems happening during the era.

B. Problem Formulation

Considering the background above, the writer formulates the problems in question as follow:

1. How does Alice create her fantasy?
2. What kind of society does Alice create in her fantasy?
3. In what way does Alice’s fantasy reflect the Victorian society?

C. Objectives of the study

This thesis will observe Alice’s fantasy as a reflection of Victorian society. Alice has many adventures during her journey in her fantasy. Alice is full of imagination. The things in her surrounding help her to create her fantasy. This thesis is going to find out the way Alice creates her fantasy.

By examining her fantasy, this thesis also attempts to investigate the society that Alice faces in her fantasy. To achieve her target, to be a queen, Alice meets many characters that take her to the eighth square. She should be able to get along with them. Alice tries to understand the way of life and the way of thinking. Furthermore, she is forced to understand them.
Finally, this thesis attempts to analyze Alice's reflection of her society through her fantasy. In creating the society in her fantasy, Alice uses her knowledge and experience. What Alice observes and experiences are presented in her fantasy.

D. Benefits of the study

The purpose of this thesis is to give advantages to people. This thesis tries to explore the society in Alice's fantasy in the novel to the readers. The readers are hoped to get the understanding on the novel.

For other researchers who work in the same novel or topic, this thesis can be used for different perspective. It also helps to guide them to analyze the work. This thesis can be used for students of Sanata Dharma University, especially the students of English Letters, to enrich their knowledge of literature. This thesis is hoped to give contribution to the field of literary criticism.

The writer also gets a deeper understanding in the novel. The writer gets the idea of the morals and values of Victorian society through the novel. Besides the thesis also enriches the writer's knowledge in literary field.

E. Definition of terms

Several terms can be found in this thesis. The writer wants to explain the terms in the topic to avoid confusion in the discussion. The terms are:
1. Fantasy

This thesis discusses about child’s fantasy in the novel. It is necessary to see the term of fantasy. In *Grolier Encyclopedia of Knowledge Volume VII*, fantasy, as a psychological term, is defined as:

A form of consciousness that lies between ordinary thought processes and an uncontrolled state of awareness. The mind is released from the scriptures of objective reality, and the imagination is allowed to roam freely – although usually guided by more or less unconscious urges, concerns, and memories. In children, it is often hard to distinguish between fantasy and other modes of thought (1933, p. 208).

Therefore, fantasy is an uncontrolled creative thought which is free from reality and which the imagination takes control. Life experience gives influence toward the fantasy. Nevertheless, for children fantasy sometimes is used to fulfill their curiosity about reality they never know.

Hurlock also states that in creating fantasy, daily experience and actions have a great influence to children. In creating a fantasy world, children make use of scenes and actions they experience in their daily lives or observe in the mass media (1964).

2. Reflection

This thesis refers to the second meaning of reflection, which is an image, representation, counterpart (Websters, 1989). This term is used to see Alice’s fantasy as an image of her society condition in her time, Victorian era. In literary terms, reflection is defined to refer to the common assumption that literary works reflect a pre-existing reality (Baldick, 1990).
CHAPTER II
THEORETICAL REVIEW

Before analyzing the novel, the writer needs some foundation in doing the analysis. Therefore, some criticisms, theories, and data are needed. In this chapter, the writer will view some criticisms, theories, and data related to the studies to support the analysis.

A. Review on related studies

Alice books\(^1\) have become the most popular children books in England. Also, Alice books are famous in the world. Movies and cartoons have been produced based on the stories. Comic and novels of Alice have been published and reprinted for times. Furthermore, Alice books are also enjoyed and read much by adults, as by children. Many criticisms and compliments have arisen toward the books.

Alice books are stories originally told by Lewis Carroll to entertain his child friends, three little girls of the dean of Christ Church, Henry George Liddell. The first Alice book, *Alice's Adventures in Wonderland*, attracted Queen Victoria so that she asked Carroll to dedicate his next book to her. Unfortunately for the Queen, Carroll next book is a mathematical opus entitled *An Elementary Treatise on Determinants* (Carroll, 1977).

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\(^1\) Alice Books are the books of *Alice's Adventures in Wonderland* and *Through The Looking Glass and what Alice found there* written by Lewis Carroll which is a story of Alice's adventure in her fantasyland.
Alice books are tales of rich imagination and nonsense. Although Carroll's works are considered as works of nonsense, he applies logic in his works. Denniston states that logic is vital to nonsense – to Lewis Carroll's nonsense anyhow (1954, p. 15). However, Carroll's genius has combined nonsense and logic intellectually (mathematically).

In the case of Alice we are dealing with a very serious, complicated kind of nonsense, written for British readers of another century, and we need to know a great many things that are not part of the text if we wish to capture its full wit and flavor (Gardner, 1970, p. 7).

Denniston admits that Carroll's nonsense leads too much manifest absurdity. Therefore, it is difficult to capture the idea of Carroll's nonsense. It can only be laughed off (1954, p. 16).

However, Gardner comments that no joke is funny unless you see the point of it, and sometimes the point has to be explained (1970, p. 7). The fact is that some of Carroll's jokes are private. His friends, the residents of Oxford and Liddell sisters, can understand it (1954, p. 16).

Chesterson states that every great literature has always been allegorical – allegorical of some view of the whole universe (1959, p. 212). Gardner notes the allegorical and the psychoanalytic exegesis in Alice books. He comments that Alice books contain symbolic interpretation (political, metaphysical, or Freudian). Alice books are rich in symbols. They have too much explanation (1970, p. 8).

According to Magill, Through The Looking Glass and what Alice found there is a more sophisticated puzzle about reality and logic than Alice's Adventures In Wonderland. This book is interesting for most adults. The Chess game and the mirror framework are used as media in creating the Looking Glass
world. Some critics have commented Carroll's inconsistencies in the rules of the Chess game in the story. In his later explanatory note, Carroll explains that the moves of the pieces are correct although the alternation of sides is not strictly consistent. Magill comments, "The use of Chess game as the plot structure is viewed as the game of life. Alice is everyman and the chess is life. Like a human being who exists from birth to death only vaguely comprehending the forces directing his moves, Alice never understands her experience" (1989, p. 859).

In *Through the Looking Glass and What Alice Found There*, Alice begins her adventures as a white pawn, to replace Lily's place in the game that attempts to change into queen. Alice has no knowledge about the Looking Glass world. Alice merely follows the rules of the game to achieve her aim (although she never understands the rules of the game).

Carroll is brilliant in composing the story. He uses nonsense without leaving its logic. Carroll's nonsense has brought the readers to the Looking Glass world. He is also creative in inventing other characters of the Looking Glass world. The readers are familiar with the characters since the readers can find such characters in their surrounding. Although Carroll's jokes are private, some can be easily understood by the readers.

The writer sees that Alice books contain social and cultural condition of Victorian era. Carroll views these matters in a unique way. He uses Alice's fantasy (or children world) in presenting his ideas about it. Children are different from adult in viewing the reality. Carroll's nonsense has given a different sight of
the social and cultural condition of the Victorian era. Through his nonsense, Carroll implies more than just picturing his society.

**B. Review on related theories**

1. Theories on fantasy

In order to understand Alice's fantasy, it is necessary to dig theories on fantasy. In this section, the writer wants to present theories on fantasy especially children's fantasy from some experts.

As we know that fantasy for children is one of creative mental activities, which includes imagination. Fantasy provides mental pleasure for the doers. In Hurlock's *Child Development*, Blazers has defined fantasy as an escape from repressive reality (unsatisfying reality and wishes) by illusionary release (1964, p.330).

However, for children, fantasy is more than an escape from reality. For children, fantasy is also a way to get into the real world (reality). Their reality is that they are doing just what adults do. Children want to be able to do what the bigger people around them do. Lacking of knowledge and experience, they try hard to imitate what adults do as they can. Fantasy helps them in filling the emptiness of the knowledge and experience. Fantasy gives them the pieces of reality that they do not have yet (Holt, 1983).

In fantasy, the central character is the doer. He becomes the hero. The other characters only support his existence in the fantasy. Children like to put themselves as grown ups, kings, queens, parents, and other big folks in fantasy. In
creating the setting and the action, children only develop their knowledge and experience of the things around them that are invented by adults. Fantasy is usually ended by interruption. The dreamer is actually shocked back to reality by an interruption (Hurlock, 1964).

According to Baron, fantasy has some useful functions. Firstly fantasy gives a kind of safety values from the stress and boredom of everyday life. Secondly, fantasy often provides a ready condition of changing our moods. Then, fantasy helps people to find solution to actual problem in their life. Finally, fantasy may play an important role in the self-regulation of behavior (1995).

2. The nature of a child’s development

The main character of the novel is a seven and a half years old child. The writer thinks that this study needs knowledge about the development of child’s ability, specifically the first grade children (6-8 years old) since this study discusses a child’s fantasy.

Strang says that the size and richness of his vocabulary, the length and structure of his sentence, the correctness of his speech, and his general effectiveness in expressing his ideas indicate the development of the child’s ability. With this ability, children can join in a conversation. Also, children can connect their experience and respond to their need to express themselves clearly and happily (1951).

Strang states that children of six, seven, and eight often ask ‘why’ when their observations respond to attack some general rules. They begin to express
something clearly and exactly. The first grade children begin to contact with outside world (reality). They attempt to know their environment. Therefore, they become curious with everything in their surroundings.

According to Strang, children of six, seven, and eight years old are developing conscience, a sense of fairplay and honesty, and a sense of values on the basis of their experience and background. The child's moral judgments seem to be influenced by his suggestibility and his egocentricity. Suggestibility increases the child's tendency to conform to adult's rules and wishes. Egocentricity prevents him from feeling with others and seeing things from their point of view (1951).

As quoted by Strang, Piaget distinguishes three stages of social development in children: first, the individual is impervious on social stimulation from without (egocentrism); second, children make an effort to enter into real social communication, and the last one, children have a reciprocity and mutual respect between people. Children tend to be increasingly self-reliant and independent to make their own decision (1951).

3. Intrinsic elements of a novel

A novel consists of elements that are distinguished into two kinds: intrinsic elements and extrinsic elements. According to Kenny, intrinsic elements include plot, character, setting, point of view, style and tone, structure and technique, and theme (1966). In this study, the problems touch two intrinsic elements. The elements are character and setting. Therefore, it is necessary to get an
understanding toward those elements. Below, the writer gives theories on those elements.

3.1. Theory on character

According to Abrams, a character is the person, in a drama or narrative work who views moral and dispositional qualities that are shown by his do (action) or say (dialogue). The grounds in a character's temperament and moral nature for his speech and actions constitute his motivation. A character may remain stable or change from the beginning to the end of the story (1971).

Perrine distinguishes characters into two types of development: flat character and round character. Perrine says that a flat character is formed by one or two traits without much individualizing detail. A special kind of flat character is the stock character on the stereotype figure who has occurred so often in fiction that his nature is immediately known. The round character is complex and many-sided (1974).

Perrine also classifies characters as static or dynamic (developing). The static character is the same kind of person from the beginning to the end of the story. There is no change in traits. A dynamic (developing) character has a permanent change in some aspects of his character or traits. The change may be a large or small one. It may be for better or worse. The change is something important and basic (1974).

Reaske says "Characters dwell in particular fictional worlds which are usually modeled on reality. Because of this we may write about character as a
product of their age or environment”. Reaske suggests that characters explain the context of their age and surroundings in very basic way (1978, p. 172).

3.2. Theory on setting

Characters cannot be separated from their environment. Therefore, it is important to dig an understanding on setting. Besides, this study also views the setting in the story. Abrams states, "The setting of a narrative or dramatic work is the general locale and historical time in which its action occurs. The setting of an episode or scene within a work is the particular physical location in which it takes place (1971).

Reaske explains that a fiction writing often describes the setting in such a way that the symbolic overtones cannot be missed (1978)

4. Ideas on literature and society

In Theory of Literature, Rene Wellek and Austin Warren attempt to define literature in several ways. The first way is literature as everything in print (1963). However, this definition has not given a clear meaning because it has assumed that every printed work is a literary work. Again, Wellek and Warren give another definition of literature. "Literature is to limit it to great books, book which, whatever their subject, are notable for literary form or expression. Here, the criterion is either aesthetic worth alone or aesthetic worth in combination with general intellectual distinction. Within lyric poetry, drama, and fiction, the greatest works are selected on aesthetic grounds: other books are picked for their
reputation or intellectual eminence together with aesthetic value of a rather narrow kind: style, composition, general forces of presentation are the usual characteristic single out" (1963, p. 21). This classification has expressed a value judgment.

Another definition of literature is the limitation of literature to the art of literature that is to imaginative literature. However, this definition has made difficulties in employing the term. To solve the problem, Wellek and Warren distinguish the particular use made of language in literature. Thus, this solution has caused the problem in defining literary language, everyday language, and scientific language.

Finally, Wellek and Warren summarize that the definition of literature as a literature of art is not simple object but rather a highly complex organization of a stratified character with multiple meanings and relationship (1963).

Literature is believed as an expression of life. It is ambiguous to say literature mirrors or expresses life. It means that the author should express his age and society wholly. Wellek and Warren state, “literature is not really a reflection of the social process, but the essence, abridgement, and summary of all history” (1963, p. 95). Literature cannot be seen as a social document only. Literature has more values that the history implies in the literary work.

An author is a member of society. Therefore, the work of an author can be studied as a social document. Further Wellek and Warren say “The writer has been a citizen, has pronounced on questions of social and political importance, has taken part in the issues of his time.” (1963, p. 97). Langland states “Novelists teach us the varied meaning that society has for individual and human life
(1984, p. 221)". Authors depict their society to speak truth about men and women are, individually or communally, and what they might be (1984).

5. Ideas of society in the novel

Society is one of the elements that may be found in the novel. In creating a work, an author includes a certain condition of time and place to be the background of the story. Implicitly this certain condition of time and place refers to a certain society life.

Some people assume that society in the novel is an imitation of outside world (or reality). However, one must distinguish that the invented world in the novel and the actual world are different. The world of the novel and the world in which the writer lives are two different things. The society in the novel is a world that is created by an author. It is a concept and construction in fiction (Langland, 1984).

An author, as an individual of society, observes his society (real world) as his reference in constructing society in his work. Society in the novel does not depend on the point of absolute fidelity to an outside world in details of the costume, setting, and locality because a novel's society does not aim at a faithful mirror of any concrete, existent thing (Langland, 1984). An author's observation on the society (real world) has opened an author's mind in defining a society. Therefore, the society in the novel is an author's concept of society, whether it is his idealism or criticism on his society (reality).
6. Victorian literature

Since Lewis Carroll is one of Victorian authors, it is necessary to explore the English literature in Victorian age. It is useful to get the characteristics of Victorian social and cultural life through literature. It will help the writer in understanding the novel. Also, it is to find out whether these characteristics appear in Carroll's literary works, especially in *Through The Looking Glass and what Alice found there*.

Every literary work that was produced during the reign of Queen Victorian (1837-1901) is classified as Victorian literature. Sometimes the first reform bill (1832) also is considered as the beginning of Victorian literature. Some critics have divided Victorian literature into two categories, which are early Victorian literature (before 1870) and late Victorian literature (1870-1901). During Victorian age, many of the literary writings are in the form of prose and verse, whether imaginative or didactic. However, Victorian literature is known as the golden age of the novel. It is considered as a great achievement in literature, especially English literary history.

Victorian age is an age of progress. There is a great change in every aspect of life. This phenomenon is viewed by Victorian authors to be used as the ideas of their writings. They use the impact of the progress to touch the readers' attention. However, every author has a different view toward the progress. Some author see the progress as good issues for their writings and some evaluate the progress and question about it in their works. De Laar says, "The early Victorian novelists took progress for granted, while the late Victorian novelists were to question and
criticize it" (1963, p. 256). The early Victorian authors see the progress as an improvement of life while the late Victorian authors see the impact of the improvement of life toward the society's prosperity.

The Victorian novelists are freer than the essayists. They do not have to solve the problems of life. Their works are for entertainment and edification. The novelists of the nineteenth century multiplying the number of objects to be enjoyed and appreciated by the imagination immeasurably strengthened the Victorians' hold on life (Klingopulos, 1958, p. 70). The Victorian novelists offer imagination to the readers in viewing the social change. Their aims are for moral sympathies and human solidarity.

7. The sociocultural historical background of Victorian period

The Victorian age is judged as an era of progress in British history. The development of the industrial revolution has a great influence during the years of the Queen Victoria's reign (1837-1901). Many great changes happen. The reign of Queen Victoria (1837-1901) is characterized by a rapid development in almost all spheres of public life (Wilson, 1961). During the Victorian age, the social condition of Britain is changing very fast in almost every aspect of life. It is a time of upheaval and reorganization. New ideas and theories arise to attack the old ones Many inventions are created to make life easier. Many improvements are made for better living standard. It is an age of liberalism, democracy, individualism, and materialism. Below the writer will view on politic, economic, and social picture of Victorian period. The discussion will focus on the
sociocultural history from the beginning of the reign of Queen Victoria up to 1871 (the year of the publishing of the book).

7.1. Political scene

The devices of representative parliamentary government, the party and cabinet system, ministerial political responsibility, and the permanent civil service are all the invention of the 19th century England. Victorian period is a time of a strong political debate and intellectual controversy.

At the beginning of Queen Victoria's reign politics still revolves around the throne. Sir Robert Peel who has served his political apprenticeship before the Reform Bill of 1832 is likely to hold that the confidence of the crown is politically necessity to an administration. The political role of the crown when Victoria comes to wear it is not clear at all, nor is the permanence of the throne itself.

At first, Queen Victoria insists that she does not want to share with her husband in governing the country. At last, Prince Albert is in charge with the administration of the royal properties and then becomes effectively the Queen's private secretary.

The political parties are still led by the aristocracy during the early of the Queen Victoria's reign. Under the inspiration of Pitt and Edmund Burke, The Tory of Conservative Party2 (1822-1830) has become identified with total

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2 The Tory Party of England, which dates from 1679, consisted originally of loyal supporters of the Church of England and of the King, who preferred, at most, only gradual constitutional and social reforms (Grosier Encyclopedia of Knowledge Volume XVIII, 1993).
apposition to movements of popular radicalism and political reforms. The Tory also fights for the Catholics to receive the same rights as Protestants in the parliament.

The Reform Bill of 1832's effect on the monarchy is even more immediate. It proves once again that, in case of crisis, the crown no longer holds out against the wishes of the cabinet representing a majority in the House of Commons. The Reform Bill is an important step toward the realization of a more democratic constitution of parliament. As a result, the Aristocracy loses some of their previous power and more power goes into the hands of the upper middle classes.

During the Whig's authority (1833-1841), they seek gradual reform of the system of government, of financial and commercial policy, and of the social and legal system. Gladstone and Disraeli, two political rivals, dominate political affairs in 1865-1894. Gladstone is an intellectual giant, hard worker, and skilful debater. He begins his career as a Tory but ends it as a Liberal. He serves a long term of the House of Commons and the Prime Minister four times. He is interested primarily in domestic reforms and home affairs. On the other hand, Disraeli is a Jew with brilliant personality traits and is a master of sarcasm and wit. He belongs to the Conservative Party and opposes Gladstone on most questions. He serves in the House of Commons and is the Prime minister, where he distinguishes himself by his imperialism and achievements in diplomacy rather than by his domestic reforms or legislation record.

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3 The Whig of England had its origin in the 17th century as a party of opposition to the King. After the death of Lord Palmerston in 1865 and the passing of the Second Reform Act in 1867, Whigs, Radicals, and Peelites (or left-wing Tories) formed the Liberal Party, and the name Whig vanished as a political term. (Grotter Encyclopedia of Knowledge Volume XIX, 1993).
7.2. Economic scene

The Victorian period is one of the intense activities in commerce, finance, and industry. The industrial revolution has given her a lead over continental rivals, since the most necessary materials are within her shores. In the beginning of the Queen Victoria's reign, British reaches her peak in industry and trade. The rapid growth of the industries has continued.

After the war is over, farmers are faced with the problem of a grain surplus. The rapid fall of the price of grain after 1815 ruins many farmers. The government, sympathetic to their interests, seeks to protect them against foreign competition with the Corn Law\(^4\) of 1815, which are barred foreign imports until the domestic price is so high as to threaten famine at home.

As industry develops, Peel, who is interested in financial reforms, agrees with the idea of free trade and gives support to a total repeal of the Corn Law (1838). The government policy of *Laissez Faire*\(^5\) permits the factory owners to manage their business privately. Each factory owner is allowed to be law in deciding the prices of the products without any restriction. Each individual is also free to bargain about the wages and the condition of labor. The increased manufacturing activity and the vanishing of the family farm make children a valuable source of income.

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\(^4\) The Corn Law were regulations restricting the import and export of grain, especially wheat (*Grolier Encyclopedia of Knowledge Volume V*, 1993).

\(^5\) A French phrase means 'leave alone'. In Economics *Laissez Faire* is the doctrine that the best economic policy to let business make their own decisions without government interference. This doctrine of non-interference was first enunciated by the French physiocrats of the 18\(^{th}\) century as a reaction against the restrictionist policies of mercantilism (*Grolier Encyclopedia of Knowledge Volume XI*, 1993).
The British economy in the period of 1850-1870 is extraordinary in its complexity and in the range of its products and activities. It is strong in the basic raw materials of an early industrial economy, coal and iron, and it increases its world ascendancy in these two commodities as continental countries import British coal and iron to supply the basic materials for their own industrialization.

7.3. Social scene

Victorian era is a period of an extraordinary peace. Therefore, the condition of the human culture is changing very fast. Many great inventions are made to improve a better living standard.

The industrial revolution has already brought an era of canal and road building. The inventions of steamships and railways have made transportation effective in carrying goods. Later, those are used to carry passengers. Enclosure and growing agriculture efficiency sets limits to such domestic industries, and encourages the building of large industrial plants that need water of steam power or systematized production. Besides, Britain has already won the trade war by 1770s.

In Britain, the feudal title becomes effective ownership, the key to commercial exploitation. Technology in Britain is developed by new requirements. Agricultural prosperity should not be attributed exclusively to profits derived directly from the land. The land gives its owner social status although its financial values lies less in farm products than in iron or coal.

Industrialization has come to be accepted as a way of life and the predominance of an urban assure. The working people live in worse condition.
Legislations are made to improve the working class living standard such as the abolition of slavery, limited working hours, limited child labors, better houses and foods, and so on.

Although religion is a significant factor in promoting some of social reform movements of the age, its role in one particular field, that of education, is essentially divisive. Britain in the 1830s has no national system of education. Its schools and grown ups largely are under religious leader. Most English schools are run in the monitorial system. Rote learning and a complex system of reward and punishment are the norm.

Although education is neither compulsory nor free, most children between the age of 6 and 12 are receiving some training in reading, writing, and arithmetic. The education of 1870 authorizes the local government in any locality, where existing schools are inadequate, to establish public schools, which are to be maintained from a general grant, local taxes, and fees. Attendance between ages of five and thirteen is compulsory.

C. Theoretical framework

To support the analysis that is going to be presented, the writer needs to look at criticism and theories from the critics and experts. Those can be used as the keys in answering the problems formulated. It is important to find out some criticisms on the work to get more understanding on it. Chesterson, Denniston, Gardner, Woolcott, and Magil have given their critical opinion on the work. Those criticisms provide different perspectives in viewing the work.
Since this thesis discusses about a child's fantasy, it is necessary to find out theory on fantasy. From this reason, the writer focuses theory on a child's fantasy. The writer uses Blazer's theory on fantasy to get an understanding on fantasy, particularly a child's fantasy. To complete this theory, the writer also applies Holt's theory about a child's intention of fantasizing. To support Holt's theory, the writer employs Hurlock's theory. To add some knowledge on it, the writer uses Baron's theory on function of fantasy. Besides theories on fantasy, the writer employs Strang's theory on the development of a child's ability, particularly the first grader (6-8 years old). This theory will help in comprehending a child's ability in creating fantasy.

Since this object of the study is a novel, we cannot avoid the intrinsic elements of the novel. The writer uses Kenny's *How to Analyze Fiction* to know what intrinsic elements are in the novel. In the discussion, the characters and settings are going to be analyzed. The writer uses Abrams' theory to understand about character. The writer also applies Perrine's explanation about characters. Perrine distinguishes characters into two types of development: flat and round, and also classifies characters into static and dynamic. Another theory is from Reaske, which discusses about character as a product of time or environment. The other intrinsic element that supports the analysis is setting. The writer employs Abram's view on setting. To dig more, the writer uses Reaske's explanation on setting.

Ideas on literature and society and ideas about society in the novel give an understanding about the society in fiction. Some critics still think that literature is
an imitation of life. When people read a literary work, they relate the society in
the novel as an imitation of the real society. To find out the relation between
literature and society, Wellek and Austen's theory is applied to provide an
understanding toward it. To get the ideas of society in the novel, Langland's idea
is used in order to give a clear understanding that society in the fiction and society
in the real world are two different things which are related to each other. After
finding out the ideas of society in the novel, the writer comes to explore the social
and cultural life of Victorian society since the book was written in that era.
CHAPTER III

METHODOLOGY

A. Object of the study

This thesis is a study on *Through The Looking Glass and what Alice found there* written by Lewis Carroll, a mathematics don and an author in Victorian era. *Through The Looking Glass and what Alice found there* is a sequel novel of *Alice's Adventures in Wonderland*. The novel was firstly published in 1871. The novel being analyzed was published in 1994 by Puffin Books. It consists of one hundred and sixty three pages. The author presents the novel in the form of narrative writing. The novel has twelve chapters, which is begun by a poem and ended by a poem. The novel also contains nonsense verses and parodies and four nursery rhymes. Forty-nine illustrations drawn by John Tenniel are enclosed.

This novel discusses about social issues in Victorian era. It deals with children's education, industrial revolution, social class, capitalism, protocol manners, and other social problems. Alice, the main character, is a seven and half years old English girl. As most children, Alice is so curious and imaginative. The pretending game, her favorite game, has brought her to the fantasy world where

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6 Narrative is the story of events or experiences, and narrative fiction is a strong hold in prose (Reaske, 1987).
7 Nonsense verses is a variety of light verse entertaining because of its strong rhythmic quality and lack of logic or conservative development of thought (Holman, 1986).
8 Traditional verses, classified as nursery rhymes which are the heritage of each generation of young children, are more familiarly known in the U.S. as mother goose rhymes or simply mother goose. The large majority of familiar nursery rhymes were a part of oral tradition from generations before they first appeared in print. With the exception of lullabies, play or dandling rhymes, and a few rhyming alphabets, the majority of nursery rhymes are these parts of adult entertainment that caught the ear and fancy of little children and therefore perpetuated by them (*Encyclopedia Americana* Volume XX, 1977).
she has many adventures. The chess game is used as the instrument of the plot of the story. Alice joins the game as the white pawn. She plays Lily’s role since Lily is too small to play in the game. Alice’s destination is the eighth square where she can change into a queen. During her moves, Alice meets other players and she has to face many adventures with them. With her eleven moves, finally Alice reaches the eighth square and becomes a queen. However, her problems do not stop there. She has to obey the rules although she has become a queen.

B. Method of the study

In analyzing the society of Alice’s fantasy in Carroll’s Through The Looking Glass and what Alice found there, the writer applied library or desk research. The data for this thesis were taken from some references. These references were books of literature, essays and encyclopedias. The writer chose desk research because the analysis in this thesis was supported with the data that were provided in those references.

The primary source of this study is Lewis Carroll’s Through The Looking Glass and what Alice found there. The writer read the novel and tried to gather the data from the novel to be used in answering the problems formulation that had been stated in the first chapter. Since this study used socio-cultural historical approach, an exploration on socio-cultural historical background of the society when the book was written was needed to help in completing the data for the analysis. Arnstein’s Britain Yesterday and Today 1830 To The Present, Morgan’s
The oxford Illustrated History of Britain, and Thomson’s England in the Nineteenth Century (1815-1914) – from Waterloo to the 1st World War were used to find out information about social and cultural life in Victorian era.


Denniston’s introduction in the Alice books, Gardner’s introduction in Alice books and notes, Woollcott’s introduction in Alice books, Chesterson’s essay of A defence of Nonsense, and Magill’s Masterpiece of World Literature provided criticisms of Through The Looking Glass and what Alice found there. Other references were Baldick’s The Concise Oxford Dictionary of Literary Terms, Lorimer’s Encyclopedia Of Knowledge, Webster’s Encyclopedic Unabridged Dictionary Of The English Language, and Wilson’s English Literature – a Survey for Students.

There were some steps used in analyzing the novel. The first step was reading the novel, Through The Looking Glass and what Alice found there, and understanding the work itself. For the writer’s deep understanding to the novel, the writer read several times and tried to catch the issues that were exposed in the
novel. After that, the writer tried to interpret the novel based on the writer's understanding through the novel.

The second step was to determine the approach used in this thesis. The writer chose the sociocultural historical approach because the study was related to the social and cultural life in Victorian age.

The third step was to obtain more useful data related to the study by employing the library or desk research. Some references were read and used in writing the thesis. Some criticisms on the work were read to be seen as a different perspective.

The fourth step was to answer each problem based on the data. The writer tried to find the answer of each problem by using the approach, the criticisms, and the data collected. Theory of fantasy and ideas of society could help the writer in answering the first and the second problems. The data of Victorian society could help the writer in finding the answer for the last problem.

The fifth step was to sum up all the answer from the analysis. The writer tried to conclude all the answers in order to get the society values through the reflection of the society in the novel.

C. Approach employed

Sociocultural Historical Approach

A certain approach is needed to analyze a work because it helps us to get an understanding toward the work. These approaches will help us to view a literary work in a certain point. They also guide us to be in focus in the same frame.
Therefore, we use some literary critical approaches in order to avoid uncontrolled broadly discussion. Rohrberger also states that "A critical approach to literature necessitates an understanding of its nature, function, and positive values" (1971, p. 3). It is important to use certain critical approaches to get a deeper understanding toward the literary work.

One of the literary critical approaches to view a literary work is socio-cultural historical approach. This approach views a literary work from the socio-cultural condition when the work is written. Although literature is created in fiction, it is believed as a criticism of life. Literature is seen as a reflection of life (or reality). However, Wellek states that "Literature is really not a reflection of the social process, but the essence, the abridgement, and the summary of all history" (1956, p. 95). Literature cannot be seen as a social document only. Literature has more value than the history implied in the literary work.

The socio-cultural historical approach examines a literary work by viewing the socio-cultural condition and historical background when the work is created. From these views, the values implied in the literary work could be seen and understood profoundly.
CHAPTER IV

ANALYSIS

This chapter presents the answers to the questions in the problem formulation. It will explore Alice’s fantasy. The first discussion will be on the way Alice creates her fantasy. Further, the discussion will examine the society in Alice’s fantasy. The last discussion will be on Alice’s reflection toward Victorian society.

A. The creation of Alice’s fantasy

1. Alice’s characteristics

Fantasy gives pleasure to the doer. Also, fantasy helps the doer to release from their unsatisfied experience. In creating fantasy, the central character is the doer. He controls the process of fantasy. His knowledge and experience constructs the imagination in his fantasy. Yet, lacking of knowledge and experience, children use fantasy to go through reality.

The novel being analyzed uses a child’s fantasy as the plot of the story. Alice Pleasance Liddell, the main character is a seven and a half years old English girl. As a child, she is attractive and imaginative. She likes playing the pretending game.

She had had quite a long argument with her sister only the day before—all because Alice had begun ‘Let’s pretend we’re kings and queens,’ and her sister, who liked being very exact, had argued that they couldn’t, because there were only two of them, and Alice had been reduced at last to say, ‘Well, you can be one of them then, and I’ll be all the rest.’ (p. 6)
Alice still tries to be exact imaginatively even her sister influences her to be exact. This makes her attractive. It seems that she is clever by nature.

Alice is creative and clever. She invents an idea about a world in the mirror. Alice observes that mirror reflects things perfectly.

‘Well then, the books are something like our books, only the words go the wrong way; I know that because I’ve held up one of our books to the glass and then they hold up one in the other room. (pp. 7-8).

Alice notices that a reflection of a mirror views the opposite direction. This observation has given her the knowledge about the reversal life style in her fantasy world, the Looking Glass world.

Being a first grade child, Alice begins to learn about her environment. Alice is curious of new things she finds. She never stops wondering to learn of anything.

Of course the first thing to do was to make a grand survey of the country she was going to travel through. ‘It’s something very like learning geography,’ thought Alice, as she stood on tiptoe in hopes of being able to see a little further. ‘Principal rivers – there are none. Principal mountains – I’m on the only one, but I don’t think it’s got any name. Principal towns – why, what are those creatures, making honey there? They can’t be bees – nobody ever saw bees a mile off, you know – ’ and for some time she stood silent, watching one of them, poking its proboscis into them, ‘just if it was a regular bee,’ thought Alice. (p. 33)

Before starting her move, Alice observes her surroundings. Alice is glad to see new things. Alice’s curiosity arises when her eyes catch strange creatures. She tries hard to figure out what they are.

Alice has a strong-will. She never easily gives up on the problems that she faces. When she wants to go to the garden, she cannot find the way.

And so she did: wandering up and down, and trying turn after turn, but always coming back to the house, do what she would. Indeed,
once, when she turned a corner rather more quickly than usual, she ran against it before she could stop herself. (p. 19)

She never stops trying. She takes all the way that she can. When Alice is tired of taking the ways, she ventures to ask Tiger-lily, one of the Live Flowers that she sees. To her surprise, the Live Flowers tell her the right way to go.

As a first grader, she becomes interested in adult’s matters. Alice is self-satisfied with her knowledge because she wants to be a part of the adults’ world. After reading the Jabberwacky poem, Alice denies that she does not understand the poem.

'It seems very pretty,' she said when she had finished it, 'but rather hard to understand!' (You see she didn’t like to confess, even to herself, that she couldn’t make it out at all.) 'Somehow it seems to fill my head with ideas — only I don’t exactly know what they are! However, somebody killed something: that’s clear, at any rate —.' (p. 18)

Alice refuses to admit that the poem is difficult for her.

Alice’s language ability appears in puns that the characters of Looking Glass world play during the conversation.

Here the Red Queen began again. 'Can you answer useful questions?' she said. 'How is bread made?'
'I know that!' Alice cried eagerly. 'You take some flour —'
'Where do you pick the flower? The White Queen asked. 'In the garden, or in the hedges?'
'Well, it isn't picked at all,' Alice explained: 'it's ground —'
'How many acres of ground? Said the White Queen. 'You mustn't leave out so many things.' (pp. 137-138)

During her conversation with the Queens, Alice makes the puns with the words of 'Flour' and 'Flower', which are homophones. Related to the matter, according to Strang, children of six to eight's language ability can be viewed from their size
and richness of vocabulary, length and structure of sentence, correctness of speech, and general effectiveness in expressing ideas (1951).

Alice expresses her ideas of words in the puns, which show her understanding toward words.

'Feather! Feather!' the sheep cried again, taking more needles.
You'll be catching a crab directly.'
'A dear little crab!' thought Alice. 'I should like that.'
'Didn't you hear me say "Feather"?' the sheep cried angrily, taking up quite a bunch of needles.
'Indeed I did,' said Alice: 'You've said it very often - and very loud.
Please, where are the crabs?' (p. 74)

Alice is brilliant in expressing her ideas. She comprehends the word 'feather' not only as 'things that grow in a bird's skin' but also as 'row'. Also, Alice's mastery on idiom appears in her conversation with the inhabitants of Looking Glass world. Alice knows that 'catching a crab' have more than one meaning. In Martin Gardner's notes, he explains that 'catching a crab is rowing slang for faulty stroke in which the oar is dipped so deeply in the water that the boat's motion, rapid enough, can send the oar handle against the rower's chest with sufficient force to unseat him (1970, p. 254).

2. The influence of Alice's characteristics toward the creation of Alice's fantasy

The story happens in wintertime. Alice sits on the couch in the sitting room.
The room has a fireplace with a mirror above it and a clock on the chimney-piece.
There are pictures on the wall. The hearthrug spreads on the floor with the chess pieces over it. Alice is alone playing with the kitten, Kitty. While Dinah, the
kittens' mother is washing the white kitten, Snowball. Outside, the snow falls. Therefore, she stays in the sitting room to warm herself.

Having no friend to play with, Alice just talks with her kittens. Alice thinks that Kitty must be responsible for all the mischieves. She argues with Kitty about the mischieves. She criticizes Dinah to educate Kitty's behavior. Alice, then, asks Kitty to play chess with her. Alice likes to play chess game. Since Alice considers that Kitty does not understand the game, she asks Kitty to pretend to be the Red Queen, one of the chess pieces.

'Let's pretend that you're the Red Queen, Kitty! Do you know, I think if you sat up and folded your arms, you'd look exactly like her. Now do try, there's a dear'. And Alice got the Red Queen off the table, and set it up before the kitten as a model for it to imitate ... (p. 6).

Alice is full of imagination. She likes to pretend about anything. Therefore, 'Let's pretend' is Alice's favorite phrase. For Alice, 'Let's pretend' game will give her anything that she wants to. Furthermore, fantasy also helps her to fulfill her curiosity of anything. Alice uses her fantasy to find out about curious things for her.

In creating her fantasy, Alice uses things around her as the media of her fantasy. Alice is in the sitting room. She intends to punish Kitty for all the mischieves. When Kitty does not do her command to fold its arm properly, Alice decides to send Kitty to the Looking Glass world as its punishment. However, this leads her to a fantasy of Looking Glass world.

"Oh, Kitty! How nice it would be if we could only get through into Looking Glass House! I'm sure it's got, oh! Such beautiful things in it! Let's pretend there's a way of getting through it, somehow, Kitty. Let's pretend the glass has got all soft like gauze, so that we can get
through. Why, it's turning into a sort of mist now, I declare! It'll be easy enough to get through — 'She was up on the chimney-piece while she said this, though she hardly knew how she had got there. And certainly the glass was beginning to melt away, just like a bright silvery mist. (p. 8)

Alice uses the mirror above the fireplace as the gate to her fantasy world. Her curiosity has created a Looking Glass world; a world in which everything goes backward.

With her cleverness, Alice sets up her fantasy using things around her. The mirror has given her the idea of the Looking Glass world. Since Alice is fond of chess, she uses it as her journey to the Looking Glass world (or plot story of her fantasy). She becomes the main character of her fantasy. In Looking Glass world, she joins the chess game as a white pawn. She replaces Lily's place. Her destination is the eighth square where she can turn into a queen.

Her language ability influences her fantasy. Alice has to deal with puns and poems. She uses her knowledge to develop her fantasy. Alice's observation and daily experience have influenced her in constructing the society in Looking Glass world. Looking Glass world is invented by Alice's curiosity and imagination. Her creativity explores all her knowledge in creating the situation in Looking Glass world. Her animism has made the Looking Glass world lively since some inhabitants of Looking Glass world are objects.
B. Looking Glass Society

1. Looking Glass world

‘Let’s pretend’ game has become Alice’s ticket to go to Looking Glass world where she wishes to go.

‘Now, it will only attend, Kitty and not talk too much, I’ll tell you all my ideas about the Looking Glass House – that’s just the same as our drawing-room, only things go the other way. I can see all of it when I get upon a chair – all but the bit just behind the fireplace ... (p. 6).

Based on Alice’s observation through the mirror, she conceives that things in the Looking Glass world go the opposite way. The mirror has become the gate of the Looking Glass world. Alice passes through it and finds that she is in the same room as in the real world.

Looking Glass world is a fantasyland created by Alice. There are many queer inhabitants in Looking Glass world. Nevertheless, the inhabitants of Looking Glass world also consider Alice as a queer creature.

‘What - is - this?’ he said at last.
‘This is a child!” Haigha replied eagerly, coming in front of Alice to introduce her, and spreading out his both hands toward her in an Anglo-Saxon attitude. ‘We only found it today. It’s as large as life, and twice as natural!’
‘I always thought they were fabulous monsters!’ said the Unicorn.
‘Is it alive?’ (p. 106)

.........
The Lion looked at Alice wearily. ‘Are you animal – or vegetable – or mineral?’ he said, yawning at every other word. (p. 107)

For the inhabitants of Looking Glass world, Alice is queer to them. In fact, Alice thinks that those creatures are queer. Alice is surprised to find out that some inhabitants are from the characters of nursery rhymes that she knows.
‘I’m sure I’m very sorry,’ was all Alice could say; for the words of the old song kept ringing through her head like the ticking of a clock, and she could hardly help saying them out loud: -

’Tweedledum and Tweedledee
Agreed to have a battle;
For Tweedledum said Tweedledee
Had spoiled his nice new rattle.

Just then flew down a monstrous crow,
As black as a tar-barrel;
Which frighten both the heroes so,
They quite forgot their quarrel.’ (p. 48)

When Alice meets the characters of the nursery rhymes that she knows, Alice has to face with the same situation as the nursery rhymes say.

In the garden, Alice meets the Red Queen who takes her to run fast. Although they have run faster, the things around them never change. This is queer to Alice.

‘Now, here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that.’ (p. 30).

According to the Red Queen, the Looking Glass world has changed rapidly. Therefore, the inhabitants of the Looking Glass world have to run fast to keep staying with the changes. Or, they have to run twice faster to go further from the present condition.

When she finds out that she is in the Looking Glass room, she compares the situation in the real room and in the Looking Glass room. She observes that everything in the Looking Glass room looks lively, such as the chess pieces, the clock, the pictures, and so on.
2. Social class structure

Social differences have created classification in society. The Looking Glass world also distinguishes the society into classes. In the garden of Live Flowers, Alice talks with the Live Flowers. From their manners and behaviors, the Live Flowers are separated by different classes.

'It's my opinion that you never think at all,' the Rose said in a rather severe tone.
'I never saw anybody looked stupider,' a violet said, so suddenly, that Alice quite jumped; for it hadn't spoken before.
'Hold your tongue!' cried the Tiger-lily. 'As if you ever saw anybody! You keep your head under the leaves, and snore away there, till you know no more what's going on in the world, than if you were a bud!' (p. 23)

The Rose belongs to the high-class society. It speaks in good manners. It cares on its language use. It criticizes Alice for her usual appearance. The Daisies and the Violet belong to the common people. They speak frankly. They do not care to speak in good language. When one encourages them to speak their thought, they speak together.

'That's right!' said the Tiger-lily. 'The Daisies are worst of all. When one speaks, they all begin together, and it's enough to make one wither to hear the way they go on!' (p. 22)

Tiger-lily belongs to the middle class society. Mostly Alice talks with Tiger-lily, which explains about everything in the garden. It has authority upon Daisies and Violets. On the contrary, it respects the Rose.

The physical appearance of the Live Flowers characterizes the class differences. The Daisies and Violets have the simplest shape of the flowers. Their flowers live in groups and near the ground. The Tiger-lily has a more complicated shape. It lives several in one plant. The stem of Tiger-lily is higher. The Rose has
the most complicated shape. The Rose is individual. Each Rose grows in each own stem. The Rose is the most beautiful flower. The petal has thorns to protect them.

In the wood where things have no name, Alice can associate with the Fawn. They take care of each other. However, when the realization of differences comes, the Fawn leaves Alice.

So they walked on together through the wood, Alice with her arms clasped lovingly round the soft neck of the Fawn, till they came out into another open field, and here the Fawn gave a sudden bound into the air, and shook itself free from Alice's arm. 'I'm a Fawn!' It cried out in a voice of delight. 'And, dear me! You're a human child!' A sudden look of alarm came into its beautiful brown eyes, and in other moment it had darted away at full speed. (p. 45).

When they are out of the wood where things have no name, Alice has to face the fact about discrimination in the society. The Fawn is shocked to find out that Alice is a human child. The Fawn is afraid of human because of being hunted. The Fawn thinks that Alice is the same as the hunters (human). Therefore, it runs away after it realizes that Alice is a human child. Alice is discriminated by the Fawn because she belongs to particular community (human class).

3. Money and Capitalism

In Looking Glass world, money has become the needs to live. In the train, Alice gets trouble with the guard because of having no ticket.

'I'm afraid I haven't got one,' Alice said in a frightened tone. 'There wasn't a ticket office where I came from.' And again the chorus of voices went on. 'There wasn't room for one where she came from. The land there is worth a thousand pounds an inch!' (pp. 34-35)
In Looking Glass world nothing is free. Alice should pay for the facilities or things that she receives.

The other passengers discredit Alice because she cannot afford to buy a ticket. During the train trip, Alice feels uncomfortable under the judgments of other passengers.

‘Now then! Show your ticket, child!’ the Guard went on, looking angrily at Alice. And a great many voices all said together (‘like the chorus of a child! Why, his time is worth a thousand pounds a minute!’ (p. 34)

.........

‘Don’t make excuses,’ said the Guard: ‘you should have bought one from the engine – driver.’ And once more the chorus of voices went on with ‘The man that drives the engines. Why, the smoke alone is worth a thousand pounds a puff!’ (p. 35)

The passengers do not give excuses to Alice. They judge Alice without considering the cause of the problem. They judge Alice because Alice does not have the ticket. The inhabitants of Looking Glass world think that everything is precious even time.

Tweedledum and tweedledee also speak about money.

‘If you think we’re wax-works,’ he said, ‘you ought to pay, you know Wax-works weren’t made to be looked at for nothing. Nohow!’ (p. 47-48)

Alice cannot avoid this phenomenon. Money has become important for the inhabitants.

The Looking Glass inhabitants also know about trading. In the shop, the Old Sheep practices a selling strategy in trading her stuffs. She sells two eggs cheaper than one.

‘Five pence farting for one – two pence for two,’ the Sheep replied.
‘Then two are cheaper than one?’ Alice said in a surprised tone, taking out her purse. (p. 78)

Alice has to encounter with a choice to decide the benefit for her between buying one or two eggs.

When Alice finds herself in the shop, she is curious with the things in the selves.

The shop seems to be full of all manner of curious things -- but the oddest part of it all was that, whenever she looked hard at any self, to make out exactly what it had on it, that particular shelf was always quite empty, though the others round it were crowded as full as they could hold. (p. 73)

Although the shop is full of many curious things, Alice cannot see the things clearly. It is really hard for her to recognize the things in the shop. The Looking Glass world produces a lot of things to provide the inhabitants’ needs.

When Alice is in the boat with the Old Sheep, she is interested in the rushes. At once, she tries to pick the rushes.

‘I only hope the boat won’t trippe over!’ she said to herself. ‘Oh, what a lovely one! Only I couldn’t reach it.’ And it certainly did seem a little provoking (‘Almost as if it happens on purpose,’ she thought.) that, though she managed to pick plenty of beautiful rushes as the boat glided by, there was always a more lovely one that she couldn’t reach.

‘The prettiest are always further!’ she said at last, with a sight at the obstinacy of the rushes in the growing so far off, as, with flushed cheeks and dripping hair and hands, she scrambled back into her place, and began to arrange as new-found treasures.

What mattered it to her just then that the rushes had begun to fade, and to lose all their scent and beauty, from the very moment that she picked them? (pp. 76-77)

Alice is never satisfied with the rushes. She thinks that what she gets are not as good as what she sees. Alice never feels enough with what she gets. In the shop,
Alice is not able to see the things in the shelves since the selves are full of things that Alice desires.

In Looking Glass world, one deserves the reward of the work (payment).

‘When I make a word do a lot of work like that,’ said Humpty Dumpty, ‘I always pay it extra.’
‘Oh!’ said Alice. She was too much puzzled to make any other remark.
‘Ah, you should see ‘em come round me of a Saturday night,’ Humpty Dumpty went on, wagging his head gravely from side to side: ‘for to get their wages, you know.’ (p. 88)

Humpty Dumpty employs a lot of words for new meaning. The words work for him. Therefore, he should pay wages to the words as the reward for the working that the words do.

4. Hungers and Malnutrition

One biggest problem that a developing country has is hunger and malnutrition. Rapid changes in Looking Glass world has shown a developing situation in the country. Hunger and malnutrition is also one problem that happens to the society of Looking Glass world.

The Gnat tells Alice that hunger also happens in Looking Glass world. A Bread-and-butter-fly, one of the Looking Glass insects has difficulty to get some food.

‘And what does it live on?’
‘Weak tea with cream in it.’
A new difficulty came into Alice’s head. ‘Supposing it couldn’t find any?’ she suggested.
‘Then it would die, of course.’
‘But that must happen very often,’ Alice remarked thoughtfully.
‘It always happens,’ said the Gnat
After this, Alice was silent for a minute or two, pondering. (p. 41).
Alice is shocked by this fact. Alice never gets trouble to have food. The Gnat tells Alice that hunger and malnutrition is merely an ordinary matter that occurs in the society because this problem always happens.

5. Political authority

In the Chess game, the most powerful piece is the Queen because it can move in a straight line in any direction for any unobstructed distance. While the King can move only one square in any direction, as long as the move doesn’t place it in a square under attack by an enemy piece (Lorimer, Volume V1993). Based on the Chess game, the most powerful person in the Looking Glass world is the Queen. Although the country also has a king, the Queen leads the country. The King has no authority to interfere with the political matters.

The King was saying, ‘I assure you, my dear, I turn to cold to the very ends of my whiskers!’
To which the Queen replied, ‘You haven’t got any whiskers.’
‘The horror of that moment, ‘The King went on, ‘I shall never forget!’
‘You will, though,’ the Queen said, ‘If you don’t make a memorandum of it.’ (pp. 13-14)

The king seems always worried about anything. However, the Queen ignores the King’s worries.

The king’s duty is to help the Queen in governing the country. The White King works in administration matters.

Alice looked on with a great interest as the King took an enormous memorandum-book out of his pocket, and began writing. A sudden thought struck her, and she took hold of the end of the pencil, which came some way over her shoulder, and began writing for him. (p. 14)
The King becomes the Queen private secretary. He makes a note for everything that happens.

The King believes with the capability of the Queen in leading the country.

He notices that the Queen has target to develop the country.

For a minute or two Alice stood silent, watching him. Suddenly she brightened up. "Look, look!" she cried, pointing eagerly. 'There's the White Queen running across the country! She came flying out of the wood over yonder - How fast those queens can run!'

"There's some enemy after her, no doubt," the King said, without even looking round. 'That wood's full of them.'

'But aren't you going to run and help her?' Alice asked, very much surprised at his taking it so quietly.

'No use, no use!' said the King. 'She runs so fearfully quick. You might as well try to catch a Bandersnatch! But I'll make a memorandum about her, if you like - She's a dear good creature;' he repeated softly to himself, as he opened his memorandum-book. (pp. 105-106)

The King lets the Queen work with her idealism. He trusts the Queen's strength.

He understands that the Queen intends to improve the country. Therefore, the King can only support her by observing her deed.

When Alice meets the White King, he is busily writing in his Memorandum-book. The White King is waiting for the messengers to hear the news.

At the moment the messenger arrived: he was far too much out of breath to say a word, and could only wave his hands about, and make the most fearful faces at the poor King.

'This young lady loves you with an H,' the King said, introducing Alice in hope of turning off the messenger's attitude from himself - but it was no use - the Anglo-Saxon attitudes only got more extra ordinary every moment, while the great eyes rolled wildly from side to side.

'You alarm me!' said the King. 'I feel faint - give me a ham sandwich!' (pp. 100-101)

The messenger seems not to respect the King. Therefore, the White King seems not accustomed receiving any attentions from other people.
His inferiors know that he is unproductive to be in charge with the governmental matters. Other inhabitants behold this as a chance to get the King’s place in governmental matters.

‘Why, the Lion and the Unicorn, of course,’ said the King.
‘Fighting for the crown?’
‘Yes, to be sure,’ said the King, ‘and the best of the joke is, that it’s my crown all the while! Let’s run and see them.’ (p. 102).

………..
‘Does — the one — that wins — get the crown?’ she asked, as well as she could, for the run was putting her quite out of breath.
‘Dear me, no!’ said the King. ‘What an idea!’ (p. 103).

The Lion and the Unicorn fight to get the King’s place. The white King cannot stop worrying because the battle between the Lion and the Unicorn still continues.

However, the King’s crown cannot be won. None of them wins the position.

Yet, the Lion and the Unicorn still fight for the crown.

The King was evidently very uncomfortable at having to sit down between the two great creatures; but there was no other place for him. (p. 108)

Although the King has no power in governmental matters, the King is considered as an obstacle for the Lion and the Unicorn (politicians).

6. Theories and new ideas

Humpty Dumpty is the cleverest inhabitant of the Looking Glass society.

Yet the conversation that Alice has with the Humpty Dumpty is full of riddles.

‘Must a name mean something?’ Alice asked doubtfully.
‘Of course, it must,’ Humpty Dumpty said with a short laugh; ‘my name means the shape I am — and a good handsome shape it is, too. With a name like yours you might be any shape, almost.’
‘Why do you sit out here all alone?’ said Alice, not wishing to beg in an argument.
‘Why, because there’s nobody with me!’ cried Humpty Dumpty. ‘Did you think I didn’t know the answer to that? Ask another.’ (pp. 81-82)

Humpty Dumpty realizes that he is clever. He knows about anything. Thus, he urges Alice to ask any question that she wants to ask.

Humpty Dumpty’s major is linguistic matter. During the conversation, Humpty Dumpty makes puns upon Alice.

‘I mean what is an un-birthday present?’
‘A present given when it isn’t your birthday, of course.’ (p. 86)

Humpty Dumpty not only plays with words but also invents words.

‘I don’t know what you mean by ‘glory’,’ Alice said.
Humpty Dumpty smiled contemptuously. ‘Of course you don’t – till I tell you. I meant ‘there’s a nice knock-down argument for you!’
‘But ‘glory’ doesn’t mean ‘a nice knock-down argument’,’ Alice objected.
‘When I used a word,’ Humpty Dumpty said, in rather a scornful tone, ‘it means just what I choose it to mean – neither more nor less.’
‘The question is,’ said Alice, ‘whether you can make words mean so many different things.’
‘The question is,’ said Humpty Dumpty, ‘which is to be mastered – that’s all.’
Alice was too much puzzled to say anything, so after a minute Humpty Dumpty began again.
‘They’ve a temper, some of them – particularly verbs, they’re the proudest – adjectives you can do anything with, but not verbs – however, I can manage the whole lot of them! Impenetrability! That’s what I say!’ (pp. 87-88)

Alice cannot debate Humpty Dumpty. Humpty Dumpty has mastered all the words, in which he is permitted to invent words. The Looking Glass world allows people to speak up their ideas with the consequence of responsibility on them.

‘That’s a great deal to make one word mean,’ Alice said in a thoughtful tone.
‘When I make a word do a lot of work like that,’ said Humpty Dumpty, ‘I always pay it extra.’ (p. 88)
Furthermore, Humpty Dumpty is responsible for his invention. He knows his statement.

Humpty Dumpty has the pride as an educated man.

‘I shouldn’t know you again if we did meet,’ Humpty Dumpty replied in a discontented tone, giving her one of his fingers to shake: ‘You’re so exactly like other people.’ (p. 95)

He feels that he is important to others. He is sure that Alice will recognize him when they meet again. For him, he does not have to remember Alice because Alice is just an ordinary person.

7. Invention

The democracy and liberalism have given the freedom for the inhabitants of the Looking Glass world to speak their ideas. Invention is one of the trends in the Looking Glass World. Humpty Dumpty invents ideas of words. The White Knight invents ideas of things. Many things are invented to facilitate for a better life.

‘I see you’re admiring my little box,’ the Knight said in a friendly tone. ‘It’s my own invention – to keep clothes and sandwiches in. You see I carry it upside-down, so that the rain can’t get in.’ (p. 115)

‘But the things can get out,’ Alice gently remarked. ‘Do you know the lid’s open?’

‘I didn’t know it,’ the Knight said, a shade of vexation passing over his face. ‘Then all the things must have fallen out! And the box is no use without them.’ (p. 116)

However, all the White Knight’s inventions are queer to Alice. Although the invention is made for better improvement, it creates new problems. For Alice, the ideas of invention seem more complicated than before it is invented.

The White Knight never stops trying to invent things. He has a lot of ideas to invent things for better improvement.
The Knight looked surprised at the question. 'What does it matter where my body happens to be?' he said. 'My mind goes on working all the same. In fact, the more head downwards I am, the more I keep inventing new things.' (p. 123)

The desire of inventing has forced the inventor to create things that no one ever thinks about.

'But you've got a bee-hive - or something like one - fastened to the saddle,' said Alice.

'Yes, it's a very good bee-hive,' the Knight said in a discontented tone, 'one of the best kind. But not a single bee has come near it yet. And the other thing is a mouse-trap. I suppose the mice keep the bees out - or the bees keep the mice out, I don't know which,'

'I was wondering what the mouse-trap was for,' said Alice. 'It isn't very likely there would be any mice on the horse's back.'

'Not very likely, perhaps,' said the Knight; 'but if they do come, I don't choose to have them running all about.' (p. 116)

The Knight thinks the probability of there being any bees or mice near the horse.

No one thinks this probability. Therefore, he places a bee-hive and a mouse-trap in the saddle and claims them as his invention.

Looking Glass world has trains and boats to facilitate the transportation.

Looking Glass world also has operated postal system and wire system to facilitate communication.

And after that other voices went on ('What a number of people there are in the carriage!' thought Alice), saying, "She must go by post, as she's got a head on her — 'She must be sent as a message by the telegraph — 'She must draw the train herself the rest of the way —,' and so on. (p.37)

Looking Glass world is familiar with telescope, microscope, and opera glass that help them to view things that cannot be seen clearly with naked eyes.

All this time the Guard was looking at her, first through a telescope, then through a microscope, and then through an opera glass. (p.35)
Those facilities and infrastructures have facilitated the Looking Glass world’s life.
Their lives become easier.

8. Education

For the inhabitants of Looking Glass world, education is an important matter. Most inhabitants of Looking Glass world urge Alice to learn.

‘Manners are taught in lessons,’ said Alice. ‘Lessons teach you to do sums, and things of that sort.’ (p. 135)

Humpty Dumpty has made her learn about words and language. Also, Humpty Dumpty helps her to understand the poem of Jabberwocky.

Before the coronation, Alice has an examination to be a queen. The Red Queen and The White Queen give the examination that Alice has to pass.

‘... You can’t be a Queen. You know, till you’ve passed the proper examination. And the sooner we begin it, the better.’ (p. 134)

The questions given are about mathematical life. Alice is confused in answering the questions. The questions are so queer that Alice cannot answer them.

‘She can’t do Subtraction,’ said the White Queen. ‘Can you do Division? Divide a loaf by a knife – what’s the answer to that?’
‘I suppose – ‘ Alice was beginning, but the Red Queen answered for her. ‘Bread – and butter, of course. Try another Subtraction sum. Take a bone from a dog: what remains?’
Alice considered. ‘The bone wouldn’t remain, of course, if I took it – and the dog wouldn’t remain; it would come to bite me – and I’m sure I shouldn’t remain!’
‘Then you think nothing would remain?’ said the Red Queen.
‘I think that’s the answer.’ (p. 136)
‘Wrong as usual,’ said the Red Queen: ‘the dog’s temper would remain.’
‘But I don’t see how – ‘
‘Why, look here!’ the Red Queen cried. ‘The dog would lose its temper, wouldn’t it!’
‘Perhaps it would,’ Alice replied cautiously.
‘Then if the dog went away, its temper would remain!’ the Queen exclaimed triumphantly. (p. 137)

Alice has to answer fast because the Queens do not give her enough time to think about it. The Red Queen and the White Queen think that it is necessary to be an educated person to lead the country.

9. Manners and Etiquette

Having a good behavior is important for the inhabitants of Looking Glass world. The Looking Glass world is full of rules and etiquette. Therefore, they care about manners and etiquette. From the beginning of her trip, Alice is reminded about manners.

‘Where do you come from?’ said the Red Queen. ‘And where are you going? Look up, speak nicely, and don’t twiddle your fingers all the time.’

Alice attended to all these directions, and explained, as well as she could, that she had lost her way.

‘I don’t know what you mean by your way,’ said the Queen; ‘all the ways about here belong to me – but why did you come out here at all?’ she added in a kinder tone. ‘Curtsie while you’re thinking what you say, it saves time.’ (p. 25)

Alice has to be used to the habit of manners in Looking Glass world. After all, the inhabitants of Looking Glass world consider manners as a good behavior.

For the coronation, Alice should have a feast. During the feast, Alice has to behave in good manners and etiquette in the palace.

‘You look a little shy; let me introduce you to that leg of mutton,’ said the Red Queen. ‘Alice – Mutton; Mutton – Alice.’ The leg of mutton got up in the dish and made a little bow to Alice; and Alice returned the bow, not knowing whether to be frightened or amused. (p. 146)

‘Certainly not,’ the Red Queen said, very decidedly: ‘it isn’t etiquette to cut any one you’ve been introduced to. Remove the joint!’ And the
waiters carried it off, and brought a large plum-pudding in its place. (p. 147)

Alice has to adapt with the protocol and etiquette. She should have good manners. When Alice tries to ignore manners and etiquette, other inhabitants criticize her for her behavior.

'What impertinence!' said the Pudding. 'I wonder how you'd like it, if I were to cut a slice out of you, you creature!' It spoke in a thick, suety sort of voice, and Alice hadn't a word to say in reply: she could only sit and look at it and gasp. 'Make a remark,' said the Red Queen: 'it's ridiculous to leave all the conversation to the pudding!' (p. 148)

Alice never has food to be introduced to her. The Pudding is angry with Alice because she cuts it a slice. The Pudding feels that Alice does not respect it.

All the inhabitants of Looking Glass World that Alice meet show that etiquette and good manners play an important role. Alice should have to keep her temper. Otherwise, they will criticize her and judge her behavior.

10. Morality

Morality cannot be ignored from a society. For Looking Glass society, truth is truth. One should be integrated with his words.

'So you did, you know,' the Red Queen said to Alice. 'Always speak the truth — think before you speak — and write it down afterwards.' 'I'm sure I didn't mean —' Alice was beginning, but the Red Queen interrupted her impatiently. 'That's just what I complain of! You should have meant! What do you suppose is the use of a child without any meaning? Even a joke should have some meaning — and a child's more important than a joke, I hope. You couldn't deny that, even if you tried with both hands.' (pp. 134-135).

The King's messenger is punished to prevent him from doing crimes.
‘there’s the King’s messenger. He’s in prison now, being punish; and the trial doesn’t even begin till next Wednesday: and of course the crime comes last of all.’ (pp. 67-68).

For the inhabitants of Looking Glass world, crime is the worst thing. Therefore, they should prevent crimes. The King’s messenger has been sued for the crime that he may do.

After hearing the poem of 'The Walrus and The Carpenter', which is read by Tweedledee, Alice is asked to give judgment on the Oysters’ case.

‘I like the Walrus best,’ said Alice. ‘Because he was a little sorry for the poor oysters.’
‘He ate more than the Carpenter, though,’ said Tweedledee. ‘You see he held his handkerchief in front, so that the Carpenter couldn’t count how many he took, contrariwise.’
‘That was mean!’ Alice said indignantly. ‘Then I like the Carpenter best – if he didn’t eat so many as the Walrus.’
‘But he ate as many as he could get.’ Said Tweedledum. (p. 56)

Alice, Tweedledum, and Tweedledee discuss the poem. The poem tells about the two leaders, the Walrus and the Carpenter, who look for sympathy and support from the oysters. Many young oysters follow them. Anyway, the oysters are trapped. The Walrus and the Carpenter eat all of them. Alice has to give comment on it. Alice is confused in judging the Walrus and the Carpenter for his acts or his intentions. She does not know who is better between the two leaders.

C. Alice’s reflection of the Victorian society through her fantasy

Alice uses mirror framework and Chess game as media in creating Looking Glass world. Mirror is a device that forms an optical image by reflection (Lorimer, Volume VII 1993). Mirror is used to reflect something. Alice uses mirror framework as her ideas of the lifestyles in Looking Glass world.
Meanwhile, Chess is a game for two people played on a square board of eight rows and of eight squares each alternately light and dark in color (Lorimer, Volume V, 1993). However, in Alice's fantasy the inhabitants of the Looking Glass world are the players. They become the pieces of the game. Despite the Queens, the Kings, and the Knights, the inhabitants of Looking Glass world who join in the Chess game are the nursery rhymes characters; Tweedledum, Tweedledee, Humpty Dumpty, Lion and Unicorn.

In Looking Glass world, Alice is part of the Chess game. The Chess game has brought Alice to the journey of life in Looking Glass world. Alice's destination is the eighth square where she can change into a Queen. She has to face the problems in Looking Glass world before turning into a Queen.

After changing into a Queen, Alice is fed up with all of the nonsense in the Looking Glass world. Then, she ends the feast by pulling the tablecloth and shaking the Red Queen into a kitten. Alice revolts against the inhabitants of Looking Glass world. Her rebellion wakes her from her fantasy. Being awake from her fantasy, Alice is wondering that she is a part of other's fantasy or other is a part of her fantasy.

Now, Kitty, let's consider who it was that dreamed at all. This is a serious question, my dear, and you should not go on licking your paw like that — as if Dinah hadn't washed you this morning! You see, Kitty, it must have been either me or the Red King. He was part of my dream, too! Was it the Red King, Kitty? You were his wife, my dear, so you ought to know — Oh, Kitty, do help to settle it! I'm sure your paw can wait! But the provoking kitten only began on the other paw, and pretended it hadn't heard the question (p. 160).

Alice refuses to be a part of Red King's dream. She wants to be real since she realizes that she lives in reality.
Alice observes that everything in the Looking Glass world is the reversal of the real world. The things in the real world are the same as the things in the Looking Glass room. However, the things in the Looking Glass room looks alive. The Looking Glass world views things from the opposite sight. From the real room, Alice notices that the reflection of things in the mirror does the opposite direction. In the Looking Glass world, Alice has to act the opposite way to be able to adapt with the situation.

'You can't possibly do that,' said the Rose: 'I should advise you to walk the other way.' This sounded nonsense to Alice, so she said nothing, but set off at once towards the Red Queen. To her surprise, she lost sight of her in a moment, and found herself walking in at the front-door again. A little provoked, she drew back, and after looking everywhere for the Queen (whom she spied out at last, along way off), she thought she would try the plan, this time, of walking in the opposite direction. (p. 25)

When Alice tries to reach the Red Queen, she fails. When she follows the Rose's advice to walk in the opposite direction, she can meet the Red Queen.

As stated by Wellek, Literature is not only a reflection of life but it has more values in it (1956). Through The Looking Glass and what Alice found there is a novel written in mid-Victorian. It is necessary to have a look both Victorian society and Looking Glass society contemporaneously to understand the values implied in the novel.

According to Langland, society in fiction and society in reality are two different things. Society in fiction is a concept and construction created by author based on his observation and acceptance toward the reality as his reference.
Therefore, the society in the novel is not the same as the society in reality. It is merely a concept of society (1984).

In creating her fantasy Alice uses reality as her reference to construct Looking Glass world. Victorian society and Looking Glass society encounter with the changes that happen in their world. These societies have to work hard to adapt with the changes in many sectors of life.

Politically, Victorian society and Looking Glass society are led by tough Queens. The King is only in charge of administration matter. The Reform Bill of 1832 has created a representative parliamentary government for all social classes. The Reform Bill of 1832 has given more democratic constitution in parliament. In Looking Glass world, the Live Flowers (the Rose, Tiger-lily, Daisies and Violet) represent all social classes. However, the Rose still gets priority in giving its voice. Tiger-lily, as the middle class, respects the Rose more than the Daisies and the Violet.

The powerful political parties during Queen Victoria’s reign are the Tory and the Whig. Both parties fight for the seat of Prime Minister in the parliament. Gladstone and Disraeli are two politic rivals who dominate political affairs in 1865 – 1894. In Looking Glass world, there is a rivalry in winning the White King’s position between the Lion and the Unicorn. Since the King helps the Queen’s duties by writing every matter in his memorandum-book and reporting it to the Queen, the Lion and the Unicorn think it as an opportunity to take the King’s place in political matters. They fight for the King’s position to assist the Queen in governing the country.
'What a fight we might have for the crown, now!' the Unicorn said, looking slyly up at the crown, which the poor King was nearly shaking off his head, he trembled so much.

'I should win easy,' said the Lion.

'I'm not sure of that,' said the Unicorn.

'Why, I beat you all around the town, you chicken!' the Lion replied angrily, half getting up as he spoke.

Here the King interrupted, to prevent the quarrel going on: he was very nervous, and his voice quite quivered. All round the town? he said. 'That's a good long way. Did you go by the old bridge, or the market-place? You get the best view by the old bridge.'

'I'm sure I don't know,' the Lion growled out as he lay down again. 'There was too much dust to see anything. What a time the Monster is, cutting up that cake!' (pp. 108-109)

The Lion cares on the town's matters (or domestic matters). He focuses on the town's development. On the contrary, the Unicorn cares on diplomacy affairs.

Alice could not help her lips curling up into a smile as she began: 'Do you know, I always thought Unicorns were fabulous monsters, too! I never saw one live before!'

'Well, now that we have seen each other,' said the Unicorn, 'if you'll believe in me, I'll believe in you. Is that a bargain?'

'Yes, if you like,' said Alice. (pp. 106-107)

When the Unicorn meets Alice, he attempts to make a good relationship with Alice whom he considers as a strange creature (foreigner/outsider).

Economically, the development of industrial revolution has brought Britain to its peak in trading and industry during Victorian era. The policy of 'Laissez Faire' has permitted people to manage their business privately without being interfered by the government. This situation raises competition in business. Capitalism is practiced to develop industry. As a result, British industry grows very fast. The growth of industry has supported British commerce. British wins the competition in the world's trading. The invention of steamship and railways facilitate the industry and commerce in their activities. Liberalism has allowed
British people to improve their lives. Money becomes important. Materialism has influenced British people's lifestyles.

Looking Glass world portrays this phenomenon. Looking Glass world has railways and steamship to facilitate them. In commerce, they apply selling strategy to get the consumers. The old Sheep sells two eggs cheaper than one egg to Alice. The Old Sheep's strategy is to attract people to buy more goods for cheap price. This condition will influence people to buy more goods than they need.

Money is important for the inhabitants of Looking Glass world. In the train, the other passengers remind Alice that everything has its price. The impact of materialism has increased unsatisfied feeling on things.

"The prettiest are always further!" she said at last, with a sigh at the obstinacy of the rushes in growing so far off, as, with the flushed cheeks and dipping hair and hands, she scrambled back into her place, and began to arrange her new-found treasures. (p. 77)

Alice desires for the rushes. Yet, she is never satisfied with the rushes that she gets. She always sees what she does not have. She does not appreciate what she has.

On the shop, Alice is curious with the things in the shelves. The things in the Looking Glass world are interesting for Alice. The Looking Glass world has many curious things to be offered to the inhabitants.

"Things flow about so here!" she said at last in a plaintive tone, after she had spent a minute or so in vainly pursuing a large bright thing, that looked sometimes like a doll and sometimes like a work-box, and was always in the shelf next above the one she was looking at. 'And this one is the most provoking of all' - but I'll tell you what - ' she added, as a sudden thought struck her, 'I'll follow it up to the very top shelf of all. It'll puzzle it to go through the ceiling, I expect!"
But even this plan failed: the ‘thing’ went through the ceiling as quietly as possible, as if it were quite used to it. (p. 73)

The growth of industry has provided Victorian people with numbers of things. Alice views this phenomenon as blurred curious things in the shop. Alice notices that she cannot see the things clearly because too many things to be seen.

‘You may look in front of you, and on both sides, if you like,’ said the Sheep: ‘but you can’t look all round you — unless you’ve got eyes at the back of your head.’

But these, as it happened, Alice had not got: so she contented herself with turning around, looking at the shelves as she came to them. (pp. 72-73)

Alice’s eyes can only catch the things in front of her. Her ability, having no eye at the back of her head, makes her difficult in seeing the things. Therefore, she cannot enjoy choosing the things in the shelves.

Socio-culturally, the reformation in economics and politics has influenced the socio-cultural condition of the British people’s lives during the reign of Queen Victoria. Many inventions make life easier. New ideas and theories encounter with the old ones. British people become modern in the way of thinking and life. The impact of industrialism has margined the working class people. Prosperity only happens to the high class and middle class people. The working class people are trapped with poverty. They cannot fulfill their daily needs properly. Hunger and malnutrition are the problems that they have. Therefore, many children also work in the factories.

Many regulations are made to improve the working class people’s lives. The government provides better facilities for the working class people. The government also concerns children’s welfare. Therefore, the government
encourages children to get education, particularly between the ages of six to twelve.

The socio-cultural condition of Victorian society appears in Alice's fantasy in different situation. During the game, Alice has to get in touch with other players. The inhabitants of Looking Glass world really care about manners, etiquette, and education since social class is recognized from behavior and attitude. The White Knight invents many things to facilitate a better life for the Looking Glass inhabitants. However, all the inventions create new problems. Therefore, the White Knight never stops inventing things.

Alice observes that Looking Glass world is a rapid growth country. However, the prosperity has not spread over yet. Still, there are some that are suffering because of the changes.

'Just so!' cried the Red Queen. 'Five times as warm, and five times as cold – just as I'm five times as rich as you are, and five times as clever!' Alice sighed and gave it up. 'It's exactly like a riddle with no answer!' she thought. (p. 139)

Alice has no doubt with the Red Queen's rhetoric statement. She believes that the Red Queen is richer than she is (a pawn). The gap of prosperity is too wide. Alice sees it as a proper phenomenon in developing society.

Liberalism and democracy have given people rights to speak their ideas. Humpty Dumpty, one of intellectual inhabitants of Looking Glass world, has issued many new ideas about linguistic matters. Problems about hunger and malnutrition also happen in Looking Glass world as the effect of the rapid changes.
Although Victorian society and Looking Glass society have similar characteristics, they are different in other respects. Reality is more complicated. Alice’s fantasy is simpler. Reality is more sensible. Alice’s fantasy is senseless. Alice belongs to Victorian society (reality) while Looking Glass world belongs to Alice’s imagination or fantasy (mind). Victorian society is a reality while Looking Glass world is a creation or a concept.

Looking Glass world is Alice’s concept of her society (Victorian society). Looking Glass world is Alice’s sight about the adults’ world (reality). Alice thinks that Looking Glass world is queer. It is full of mannerism, etiquette, education, possessions, and more. Alice considers Looking Glass world is full of nonsense. The inhabitants of Looking Glass world care about their behavior for self-respectability. They are really concerned with manners and etiquette. A person is determined by his good manners. The inhabitants are stuffy and old-fashioned. Protocols and etiquette engage them in behaviors.

As a little girl, Alice views everything as it is, different from adults, who view everything as it should be. Adults have to think about the appropriateness in action. Nevertheless, Alice is free from the bind of society’s values. Alice depicts the Victorian society by reversing the reality. Her fantasy has revealed the ‘reality’ that happens in her society. Alice’s fantasy is Alice’s awareness of reality. Alice constructs Looking Glass world based on her observation on reality.

At the age of learning process, Alice begins to be conscious of what happens around her. Alice belongs to Victorian society. She cannot avoid the rules in her society. However, she does not close her eyes from the sight of
reality. Alice's rebellion is her solution to alert from the prudery, stuffiness, and hypocrisy of the Looking Glass society. Still, she has to live with her real society whether she likes it or dislikes it.

However, Alice is naïve and innocent. Strang says that a child's moral judgments seem to be influenced by his suggestibility and egocentricity (1951). Looking Glass world is the way Alice perceives reality (adult's world). Unconsciously, Alice's moral judgment examines the reality in her fantasy. She portrays her society by exaggerating the reality because of her limited ability (simple mind). However, her simplicity has revealed the truth of Victorian society's morality, which is evaluated by mannerism and behaviorism.

Through her fantasy, Alice has released herself from her bad experience. She is fed up with the punishment rules. Through her fantasy, Alice tries to understand adult's world. At her age, she begins to learn about reality. She cannot avoid the problems in her society. Through her fantasy, Alice also attempts to solve those problems. Being treated as an adult in her fantasy, Alice cannot avoid the rules, manners, and norms. Furthermore, Alice has to face with adult's world. Alice's solution is to revolt against the condition. Alice thinks that a drastic reform will change the condition. However, Alice realizes that revolution needs courage to change the established condition. Still, Alice chooses to be herself who thinks that Looking Glass world is a nice fantasy.

A child is able to view the truth because of his simplicity and purity. Alice's innocence has created amusing situation in her fantasy. Alice, unconsciously, exaggerates the reality because of her limited ability to accept the
rules in her society. To reveal the hidden truth, one should see not only from one perspective but also from another perspective. By reflecting the reality, Alice views the other sight of Victorian society. Alice's purpose is to reflect on her experience. Alice never means to be cynical to her society since she wants to be real (as a part of Victorian society). She takes the readers to laugh at their foolishness for being insincere with themselves. As a result, the novel (Alice's fantasy) will entertain the reader with knowledgeable jokes at any rates of age.
CHAPTER V
CONCLUSION

In *Through the Looking Glass and what Alice found there*, Lewis Carroll describes Alice’s adventures in the Looking Glass world. Alice’s fantasy has brought her to join in the giant chess game as a white pawn. Her goal is the 8th square where she can turn into a Queen. During the journey, Alice meets weird inhabitants of Looking Glass world, her playmates. All the inhabitants push Alice to follow their rules. Alice becomes fed up with the condition. At last, Alice rebels against them in the feast of coronation and wakes up from her fantasy.

This thesis has discussed three problems that are presented in the problem formulation. The problems are concerned with the social and cultural condition in Victorian era, particularly middle Victorian era, as revealed in Alice’s fantasy (in the novel).

Alice is imaginative, curious, and clever. The mirror has given Alice the idea of Looking Glass world. The Chess game has given her the idea of life in Looking Glass world. Her favorite phrase, ‘Let’s pretend’, has taken her to the land of Looking Glass country.

Looking Glass world is a fast country. Alice has to run twice harder to be in the same place. The Looking Glass world is led by Queen. The society of Looking Glass world is classified into classes based on the physical appearance (wealth, blood ties). The inhabitants of Looking Glass world really concern themselves about manners and etiquette because they determine their class status. Therefore,
along the trip Alice is reminded about her behavior. Capitalism and materialism have bound the Looking Glass world's life. However, the prosperity of life has not spread over yet. Still, hunger and malnutrition become the problems of some inhabitants (the insects). Liberalism and democracy have given freedom to the Looking glass world inhabitants. The Lion and the Unicorn have an opportunity to get involved in governmental matters. Humpty Dumpty is free to issue his ideas about language theories. The White Knight invents many things. However, every invention creates a new problem. Education is an obligation, as Alice has to take lessons about many things, particularly manners.

Victorian society and Looking Glass society are almost similar. Both countries have to face with fast changes. Politically, Victorian society and Looking Glass society are led by a tough Queen who is supported by the politicians in accomplishing the state duties. The King assists the Queen in administration matters. Economically, capitalism and liberalism have improved people's living standard. Still, the prosperity has not equally spread over yet. Socio-culturally, democracy has given people right to speak. Although modernism has influenced their lives, they are still conservative and stuffy society. Manners and etiquette have bound their behavior for self-respectability.

In the Looking Glass world, Alice has to deal with the problems. Alice has to adapt herself with the condition. Looking Glass society is Alice's sight about Victorian society. Alice's moral judgment evaluates the condition in the society. As a first grader, Alice is already aware of her society. By reflecting the condition,
Alice reveals the other side of Victorian society. Therefore, Alice feels that Looking Glass society looks odd and nonsense.

Looking Glass world is Alice's concept of her society. Being a member of Victorian society, Alice has to follow the rules, norms, and manners in the community. Alice's observation to reality has created the issues in the society through her fantasy.

Through her fantasy, Alice wants to release herself from her unsatisfied experience. Alice seems fed up with the punishments of mistakes. However, she cannot avoid them. It is the rule that she has to obey. Also, Alice wants to find out the solution of her problem about the punishment.

The use of a child's point of view in the novel gives a certain effect to the readers. By amusing situation, Alice portrays her society without being cynical. The reader will laugh at the amusement presented by a child's innocence in judging his society.
BIBLIOGRAPHY


APPENDICE I

SUMMARY OF THE STORY

Telling her idea about the Looking Glass world, Alice asks Kitty to pretend to go through it. In the Looking Glass room, everything goes in reversal way. After looking around the room, Alice decides to have a look at the garden, where the Live Flowers live. In the top of the hill, the Red Queen takes Alice to see a countryside that looks like a giant chessboard below them. The Red Queen permits her to play in the game as a white pawn, replacing Lily’s position. Before playing the Red Queen tells her the moves to go.

For the first move, Alice jumps to the fourth square, the place of Tweedledum and Tweedledee, by train. Suddenly Tweedledum and Tweedledee fight over the rattle and decide to have a battle. The Crow flies over and frightens them so that they run into the wood separately.

Then, Alice meets the White Queen who can remember things before they happen. In the shop, which is full of curious things, the White Queen turns into an Old sheep. Suddenly they find themselves in a little boat. Alice is interested in the rushes. However, the rushes lose its beauty after they are picked. Then, they are back at the shop again. Alice decides to buy an egg after the Old Sheep insists her to buy. However, the egg gets larger and rounder which Alice recognizes as Humpty Dumpty. They have a queer conversation about words.

As she continues her move, thousands of soldiers and horses come rushing toward her. In the open field, she meets the White king. The messenger tells the
White King that the Lion and the Unicorn fight for the crown. They run to a great crown, in the middle of which the Lion and the Unicorn are fighting. After the fight, they have cakes together. A great noise disturbs the party. Suddenly the Red Knight and the White Knight fight for Alice. The battle is won by the White Knight, who supposes to help Alice to be a Queen. In fact, Alice helps him more.

Finally, Alice reaches the last square and becomes a Queen. The White Queen and the Red Queen give her a test for a queen that she has to pass. During the party, both Queens push Alice. Alice is fed up. She pulls the tablecloth then she shakes the Red Queen into a kitten. After awaking from her fantasy, Alice talks about her adventures with Dinah and her kittens, Kitty and Snowball.
APPENDICES II

BIOGRAPHY OF LEWIS CARROLL

Charles Lutwidge Dodgson who was known as Lewis Carroll was born in January 27th, 1832 at Daresbury, a small village in Cheshire. Charles Lutwidge Dodgson was the eldest son and the third child in a family of seven girls and four boys. The Dodgson children had only few friends outside the family. Charles loved to invent games for amusing his brothers and sisters.

Charles attended Richmond Scholl, Yorkshire (1844-1845). He continued his study in Rugby School (1846-1850). He matriculated at Christ Church, Oxford in May 1850 and took up residence there in January 1851.

Charles’ academic career moved along smoothly. In November 1851 he won a Boulter Scholarship. In 1852 he obtained First Class Honours in Mathematics, a Second in Classical Moderations. He was also made a student of Christ Church on Dr. Pusey’s nomination. In 1854 he obtained a Third in greats and took his Bachelor of Art Degree. In the following year he became the Master of the House and won a Bostock Scholarship. In 1856 he became a member of regular teaching staff as a lecturer in Mathematics until 1881. On December 1861 he was ordered a deacon in the Church of England.

Charles was not good at making acquaintance with adults. On the contrary, his association with children grew naturally enough. He was fond of children, particularly little girl. He enjoyed entertaining them.
In July 1862, Charles told a fairytale of *Alice Adventures Underground* to Liddell girls in a boat trip. On their request, Charles wrote it down. Charles was persuaded to publish the book. After revised, *Alice’s Adventures in Wonderland* was published in 1865. In 1872 Charles made its sequel, *Through the looking Glass and what Alice found there*, which is considered as good or even better than its predecessor. Charles also wrote several books and gave serious contributions to mathematical literature. He published a number of mathematical works written in a lighter vein as well as game and problems of intellectual activity of his own invention.

Charles was interested in photography since boyhood. Later he became one of the most accomplished amateur photographers of his time. Although he had excellent health, he died unexpectedly because of a short illness in January 14th, 1898. By the time of Charles’ death, Alice books had become the most popular children’s books in England.
APPENDICE III

A LIST OF LEWIS CARROLL'S WORKS

(1832 – 1898)

• A Syllabus of Plane Algebraical Geometry, 1860
• Alice's Adventures in Wonderland, 1865
• Elementary Treatise on Determinants, 1867
• Phantasmagoria and other poems, 1869
• Through the Looking Glass and what Alice Found There, 1872
• Euclid and His Modern Rivals, 1879
• Rhyme? And Reason?, 1883
• Curiosa Mathematica, 1888-93
• The Nursery Alice, 1889
• Silvie and Bruno, 1889-93 (2 volumes)
• The Lewis Carroll Picture Book, 1899
• The Collected Verse, 1929
• A selection from the Letters of Lewis Carroll to His Childfriends, 1933
• The Complete Work of Lewis Carroll, 1937
• The Diaries of Lewis Carroll, 1937
• Symbolic Logic and the Game of Logic, 1958
• Pillow Problems and a Tangled Tale, 1958