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Research Article

CROSS ROADS: A FANTASTIC JOURNEY FROM ALICE'S ADVENTURES IN WONDERLAND TO THE CHRONICLES OF NARNIA

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ABSTRACT

The current qualitative-analytic study was designed to compare two fantasy novels: Alice's Adventures in Wonderland and The Chronicles of Narnia with regards to their (1) Fantastic elements, (2) Use of animals in literature, and (3) Religious ideas and discussions on God. Furthermore, this study tries to confirm the hypothesis which claims the books were written to serve both children and adults. It reveals many similar points between the works of Lewis Carroll and C.S. Lewis. The commonality of the two writers lies in the fact that they both apply fantastic elements and anthropomorphic beings as tools to discuss their social concerns and to teach moral lessons. Even though the authors belong to different times, they bring the same opinion regarding God and religious beliefs, the controversial issue of their time. From another perspective, both writers move from reality to subjectivity. This can be explained by their emphasis on mind which has a significant role in Lewis Carroll's and C.S. Lewis's fantasy worlds. Both Lewis Carroll and C.S. Lewis were, arguably, religious men who were unsatisfied with the loss of faith in their societies.

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INTRODUCTION

Regarding the genre, the two books can be categorized as fairy tales, an early form of fantasy which includes supernatural events and does not arouse any reaction in the readers, where everything is possible and eventually can be of interest to both children and adults.

Despite sharing the same modernist style, the main theme of C.S. Lewis's work which is based on theological and ideological concepts is of no essence in Lewis Carroll's book. According to Brazier (2012) C. S. Lewis is critical of Modernism and deals with new aspects on human existence which result in rejecting God. C.S. Lewis's work on the other hand is redundant. He mainly issues the existence of God and includes Christian elements in his stories.

The current study aims to conduct

- A comparison between *Alice's Adventures in Wonderland* by Lewis Carroll and *The Chronicles of Narnia* by C.S. Lewis, with a focus on God.
- A comparison of the characters under the study with a focus on religion.
- A parallel reading of the two fantasy novels with regards to the fantastic elements applied.

- A parallel reading of the works considering the use of animals in the stories.

In a nutshell, this thesis tries to indicate that the books under study serve both children and adults with regards to the themes and tools that the writers apply.

Research questions

- What can be understood from parallel reading of *Alice's Adventures in Wonderland* and *The Lion, the Witch and the Wardrobe* with a focus on God?
- What can be understood from comparing the characters of the works under study with a focus on religion?
- What are the fantastic elements in the two novels?
- What is the role of using animals in the works under study?

METHODOLOGY

The current study has adopted a qualitative-analytic design to address the research questions written above. This thesis conducts a descriptive-analytic study of Lewis Carroll's novel versus C.S. Lewis's novel to shed more light in a variety of areas such as religion and God.

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Lewis Carroll's Alice in Wonderland

Alice's Adventures in Wonderland, a fantastic novel of all times by Lewis Carroll was originally published in 1865 during the Victorian period when the British Empire reached its peak point. The novel covers the interests of both children and adults. Political, historical, social, cultural, economic, and many other issues which are beyond a child's perception are brought up by Carroll in his novel. He criticizes the problems of his society with the help of children's literature, and tries to remind people of their religious beliefs encouraging them to regain their faith in God in this historical point of time. The character of Alice, the protagonist of Lewis's works, was actually the youngest child of the dean of Christ Church College where Carroll was studying.

The adventures of a seven-year-old child throughout her journey with her new experiences as she grows up is brought by the surface meaning of the book *Alice's Adventures in Wonderland*, a fantastic novel by Lewis Carroll which provides the source material for the current study, while there is also a deep meaning which actually reflects the events of that time.

Analysis

Alice's Adventures in Wonderland is one of those children fantasies used as a tool to send their messages to the world; messages that are mostly risky and against the powers. Since there is no sense in fantasies, they prepare safe grounds for authors to write what they want. According to Gates (2003) Carroll's book "includes journey, transformation, talking animals, and magic" (p. 7) it can thus be classified as mixed fantasy.

Alice's books are children fantasies with a peculiar language, which makes no sense. Nonsense literature was a genre widely used in Victorian literature. It manipulates logic and linguistic (Mathews, 1970). Lewis Carroll has been well-known for his nonsense language in writing. Huici (2015) in her article on *Alice's Adventures in Wonderland* exemplifies Carroll's manipulation of language through the following conversation:

And how many hours a day did you do lessons? said Alice, in a hurry to change the subject. Ten hours the first day, said the Mock Turtle: nine the next, and so on. What a curious plan! exclaimed Alice.

That's the reason they're called lessons, the Gryphon remarked: because they lessen from day to day (p. 65).

Carroll's language is one of the most unique characteristics of his work. The book is full of synonyms, metaphors, symbols and satire, pointing out unique features of Victorian society. Alice faces many situations which are indications of real conditions. As an example, the manners of the wonderland creatures are in fact a reflection of the Victorian manners or the queen's orders and punishments show the strict Victorian rules.

Historical and political aspect

Carroll tries to show Imperialism, a major characteristic of Victorian era which had impacts on lives of many people in various parts of the world (Steinbach, 2012), in many parts of the book. Alice, a stranger who wants to explore new places, herself is a symbol of Imperialism. She acts like the British Empire which was discovering new lands and expanding its territories at that time (Huici, 2015). She also tries to impose

her own rules. This can be understood from the very beginning of the story as she makes huge effort to enter the beautiful garden although she does not fit the hole. She argues with other beings as she plays games and faces new rules. Bivona (1986) in his article, *Alice, the child-imperialist*, claims that games and social events in wonderland are one of the new places attacked and taken by the empire, and reflect the traditions of the invaded land.

Social and cultural aspect

Considering Alice's education, she belongs to an upper-class family who is well-educated and has been taught different subjects. She has also learned Victorian manners which are no longer applicable in the new world. She finds the rules and events so strange and makes effort to teach her own rules. As we read the story, Alice repeats many of the lessons she has been taught such as: math, history, geography, and...; however, Carroll mocks the education system and teaching methods of his time. He believes that learning methods including repetition and memorization does not actually mean learning and they are not true. He criticizes this way of educating people and aims to change the views and beliefs. In his book, Carroll plays with the words of the poems and as Alice uses incorrect words while reciting some famous poems, she recognizes that they are not the right ones. This way Carroll shows how learning was superficial and mostly used for showing off. An example of this can be found when Alice tries to repeat the lessons she has been taught:

Four times five is twelve, and four times six is thirteen, and four times seven is...oh dear!" (She recognizes her mistakes herself and continues with another subject). "London is the capital of Paris, and Paris is the capital of Rome (p. 73).

Feminism as the other salient social issue is illustrated by Carroll. Alice's coming out of her home and starting travelling and discovering new things was not a common behavior for a female of that time. During the Victorian period, women's roles were limited to the house, being an ideal mother and wife who provided comfort in the house (Calder, 1977). Accordingly, many books, started criticisms and attempts to change some traditions related to women. Issues such as: marriage, women's roles and responsibilities, their education and career in society were being questioned and seen rather differently. Alice is one of the first characters that got away from reality and escaped into a new place where she grasped concepts of reality though being a child.

Carroll favors fairness and he criticizes the unfair punishments and authorities existed in Victorian society in his work. According to Huici (2015) notes in her essay that is redundant although there were strict rules and consequences, many of them were not meant to be real and trustworthy. For instance, in the chapter of "*Queen's Croquet-Ground*", we can see that the queen sentenced many innocent people to death; however, none of them were really executed. In the following passage Carroll (1982) proves that the queen's orders were illogical and unreliable:

The players all played at once, without waiting for turns, quarrelling all the while, and fighting for the hedgehogs; and in a very short time the queen was in a furious passion, and went

stamping about, and shouting "Off with his head!" or "Off with her head!" about once in a minute (p. 56).

Cohen (1995) on Carroll's understanding children as a controversial point in Victorian era quotes that "[Carroll] evidently possessed a special gift for understanding children that continually endeared him to them" (p. 47). He adds that Carroll was amazed by child nature and could understand children very well. He is one of the well-known writers who tried to put reality away and used imaginations to make possibility of anything to happen (Waycaster, 2011). Carroll himself had grown up with a strict family and was under religious pressures throughout his childhood; with this regard Cohen (1995) notes that Carroll believed "a stray thought, a lighthearted indulgence, a careless pleasure could instantly damn an unrepentant soul" (p. 83). Wonderland was a place for him to escape from reality and run away to. He created wonderland and used his imagination not only for children but also for himself since it was a safe place to speak (Waycaster, 2011).

This book can be used for both groups mainly because we can observe adult characters with children qualities as Alice grows up, moving from childhood to maturation. The fantasy world in which Alice is growing up, the imaginative creatures and all the nonsense make the book more fascinating for the readers. These kinds of fantasy books make it possible for the readers, both children and adult, to get lost in their imagination and feel relaxed. The subject of being a child or an adult holds significant importance in Carroll's book. Alice, an innocent child, gains new experiences, learns about life and reality, and changes from time to time both emotionally and physically showing her growing up.

In a Psychological viewpoint this book belongs to a state when a girl is neither a child nor an adult; thus, she nearly loses her identity. Childhood started to be viewed differently in Victorian period and being a child meant being innocent. This can be seen obviously in the case of Alice as she enters wonderland and faces many strange situations which make her confused. As Carroll (2015) notes at first, she begins to cry: "shedding gallons of tears, until there was a large pool all round her, about four inches deep and reaching half down the hall" (p. 42). Although She fears facing new things, Alice manages to solve many problems and moves toward adulthood. Just as any child, she is presented with rules and should follow them and tries to figure the rules out in order to establish and apply her own rules. (Waycaster, 2011).

With all the qualities mentioned above, we can see the childish behavior in Alice just like any other seven-year-old kid; however, through her journey, she starts to develop many characteristics of adulthood. Alice has started to develop cognitive thinking and problem solving which are qualities of adulthood. Self-consciousness is another feature which can be observed in Alice. It is the ability to think about what others think about you (Steinberg, 2008). As Carrolls (1982) writes, Alice does not want the others to think of her as an "ignorant little girl" (p. 3).

C.S Lewis's the Lion, the Witch, and the Wardrobe

One of C.S. Lewis's well-known books is *The Chronicles of Narnia*; a series of seven fantasy novels categorized in children's fantasy. *The Chronicles* are in fact written for both children and adults and it deals with the issues of adult's world. C.S. Lewis claims: "A children's story which is enjoyed only by children is a bad children's story" (qtd. in Kennedy, 2008).

One particular feature about the author is his methodology of writing. C.S. Lewis imagined a part of the story and then he added more parts, finally, he connected them all and formed a complete story.

The novel shares common grounds with *Alice's Adventures in Wonderland* regarding the devices used by the author. Although the two novels were written in different periods, they resemble in the tools employed to convey the writers' message. Being opposed to their environments is one of the common points between the writers. From another perspective, C.S. Lewis spent his childhood in Victorian period. It can be claimed that both writers have experienced living in the Victorian society for a period of time and this may be one of the reasons that their works resemble.

Another common trait between the authors is that they were both religious men. They believed that people of their age started to lose their faith and beliefs; therefore, they used God and religion as major themes in their works. Although C.S Lewis experienced contradictions in his attitude towards religious issues during some periods of his life.

Considering the style and literary devices, both writers have used fantasy and fantastic elements to show the problems of their societies; in addition, they have applied anthropomorphism and zoomorphism. C.S. Lewis uses fantasy to show how modernity challenges religion and people's faith (Kennedy, 2008).

Analysis

One significant quality of *The Chronicles* is that it encourages Christian virtues. In Christian religion, children first know only Christmas and Ester, and then as they grow up and become mature, they personally accept Christianity and gain faith. In fact, Lewis uses religion and Christianity as the main themes in the book. There are many signs and Christian elements in the story and a clear example is Aslan as a symbol of God or Jesus Christ.

Myers (198) writes: "*The Chronicles of Narnia* is organized by the six virtues: holiness, temperance, chastity, friendship, justice, and courtesy. As might be expected in children's books, courage and obedience are emphasized more than chastity" (p. 124). According to Myers, *The Chronicles* is divided into three groups, each focusing on a particular aspect. The first three books show holiness and temperance, the next two books focus on moral use of language, and the final two books represent God's fate. Lewis rejects the desire for money and power in the first group (Kennedy, 2008).

Another important point about the Narnia series is that C.S Lewis is actually emphasizing 'the Seven Deadly Sins'. To be specific, he focuses on one sin in each of the books. The sins which have been cited in medieval literature includes: pride,

greed, luxury, envy, gluttony, anger, and sloth. As it can be seen in *The Lion, the Witch, and the Wardrobe*, Edmund betrays his siblings due to his extreme desire for Turkish delights. His gluttony makes him lie and help the witch.

Literary Modernism and C.S. Lewis

The writer's childhood was spent during the last days of Victorian empire but the rest of his life was influenced by Modernism which can be seen in his books. Literary modernism, rooted in the philosophical movement of the late 19th and early 20th, breaks away the established rules, questions the humanity and tries to find essential answers using science and technology. Modernist writers use the fantasy genre to argue on humanity and basic aspects of life including religion and God.

On the other hand, many writers including C. S Lewis are critical of Modernism. C.S Lewis denies Modernism though belonging to that period. He shows his beliefs in his books by using fantastic elements. *The Chronicles of Narnia* is categorized in children's fiction, yet, it indicates the adult issues and controversial topics of the time. Using Christian elements, the writer actually outlines religion and belief in God; moreover, he rejects Modernism and the new industrial societies. This can be understood from the setting of the story which is far from city and machinery life.

According to Hiley (2006) Lewis applies magic to get in to a secondary world. For him, fiction and reality are so close. The children enter a mythical world in the story. They face mythical creatures which seem animals but act as human beings; at the same time, humans are mythical creatures to the animals as well. Mythic language which is another point of *The Chronicles* tends to show war and its experience and for Lewis, it holds great importance. It is the stage of language development in which abstracts and concretes are not distinguished.

Many of the well-known fantasies such as the works of Lewis, Tolkien and Williams were written during the era of modernism. Hiley (2006) believes

Certain traits characteristic of fantasy as a genre - the construction of secondary worlds that function like cosmic models and the attempt to preserve the creator's authority within the work of art - place these texts close to the ideology of modernism. (p. 67)

Fantastic Literature

Many of the children's fantasy books involve a child's dream, a journey to another world and a new place which is different from where they have lived in. Children first perceive concrete and then abstract concepts where they experience a state of uncertainty and confuse their dreams with the reality. The fantastic stems from confusion. There are different kinds of narrative strategies such as fantastic dreams, imaginations or super natural events. "A fantastic dream enables us to liken the 'different one' to the real one". Imagination makes it possible to replace the familiar events with novel ones and help children solve their problems (Karakaya, 2015).

Todorov (1975) believes that fairy tales include supernatural events and these events do not arouse any reaction in the characters and the readers where everything is possible since

there are no strict barriers, especially religious barriers. This is the reason that fairy tales are popular to children. They are full of strange things and magic and the reader do not believe they are true (Santana, 1996). The leading sense of fantasy and fairy tales is (a) a tale about fairies, (b) an unreal or incredible story, and (c) a falsehood (Tolkien, 2008).

Both books, *Alice in Wonderland* and *The Chronicles*, provoke sense of wonder and uncertainty and can be categorized as fairy tales. Both characters and readers become hesitated about the experience being real or not. In *Alice in Wonderland*, Alice travels into another world which is wonderland and in *The Chronicles*, the kids pass through a new land which is Narnia. Both authors include parallel or secondary worlds in their works. The stories are filled with extraordinary and supernatural events as well. Zoomorphism and anthropomorphism are other fantastic elements used in the two books. It is the application human-like animals, which will be explained clearly in the following chapter. The main characters of the two stories experience feeling of strangeness and confusion all through their journey. They have a sense of being different from the other living-beings in the new land which is one of the characteristics of the fantastic. Both novels use mythical creatures such as gryphon, pawn, fairies, elves and dwarfs which are all fantastic elements.

Anthropomorphism in the works of Lewis Carroll and C.S. Lewis

Both writers have used animals with human characteristics in order to convey their messages. The application of animals that behave as humans in the stories is called anthropomorphism; in other words, assigning human traits to animals and objects is called anthropomorphism. It permits the exploration of things that are difficult in real life and aids the adults dealing with their issues. It creates psychological distance, thus, it is mostly applied in the fields of politics, religion and social problems. *Alice's Adventures in Wonderland* and *The Chronicles of Narnia* are great examples of applying anthropomorphism. In both works, the writers try to change people's beliefs and thoughts. They criticize their societies by using human-like animals and anthropomorphism. Lewis Carroll used anthropomorphism to criticize social and political problems of the Victorian society and C.S. Lewis mainly employed it to talk about religion. At this point, using animals as human characters in stories makes sense and it is not surprising that anthropomorphism has been a common device for many writers. As far as human-like animals in literature is concerned, both Lewis Carroll and C.S. Lewis have applied fantasy and anthropomorphic figures to demonstrate the concerns of their time. In the following section, a few examples of anthropomorphism from *Alice in Wonderland* are provided. The two books, *Alice's Adventures in Wonderland* and *The Chronicles of Narnia*, serve both children and adults. Looking from the surface level, a child can enjoy both stories and gain new experiences with the help of young characters in the books. Meanwhile, there is a deep level of interpretation which addresses the adult readers. When reading the books, a grown-up will recognize that each and every character whether human or animal is in fact a symbol and the events of the story are reflections of reality. While reading these stories, we become amused by the adventures of children; however, as adults, we

can see a bigger picture. We comprehend the deep meaning which is hidden in the text.

Alice's Adventures in Wonderland

When Alice sees the White Rabbit at the beginning of the story, she does not realize anything weird about it at first. As the Rabbit starts talking and behaving like a human, Alice realizes that he is different from the ones she has seen so far. Carroll illustrates (1982):

Nor did Alice think it so very much out of the way to hear this Rabbit say to itself, "Oh dear! Oh dear! I shall be too late!" [when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural]; but when the Rabbit actually *took a watch out of its waistcoat-pocket*, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge (p. 169).

The White Rabbit, based on the example, seems like a normal rabbit at first; however, he acts like a human being which is surprising. This living being talks and dresses like people. He even wears a watch and checks the time. He is very much different from the rabbits whom everyone has ever seen. In order to highlight this distinction, Lewis Carroll writes the initial letter in capital form when he mentions the word rabbit for this particular kind. He uses the small letter to refer to the other normal rabbits.

The kinds of animals used in the book resemble humans, regarding both appearance and personality. One of the most attention-grabbing anthropomorphic creatures in this book is the Gryphon. As Alice is walking with the king and the queen, she encounters the Gryphon which has the ability to speak like the other anthropomorphic beings in the story. Gryphon is a legendary creature that has an eagle's head and wings, at the same time, a lion's tail and legs. It is a powerful and majestic creature and symbol of divine power. A legendary creature is half human, half animal or in other words, a combination of different species. It involves the supernatural.

Just as Lewis Carroll, C.S. Lewis has used many anthropomorphic figures in his work. There are some instances of this kind below.

The Lion, the Witch and the Wardrobe

There are many examples of anthropomorphism in *the Chronicles*. In fact, all Narnia creatures are either half-animal, half-human or if look like an animal, they behave as humans. Among the various anthropomorphic creatures in the book, a faun named Mr. Tumnus is a fine instance. It appears in one of the very important scenes in the book, and at the very beginning of *The Lion, the Witch and the Wardrobe*. Lucy steps in to Narnia for the first time and there she meets a faun. C.S

Lewis (2001) describes this creature as follow: From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goat's hoofs. He also had a tail, but Lucy did not notice this at first because it was neatly caught up over the arm that

held the umbrella so as to keep it from trailing in the snow. He had a red woolen muffler round his neck, and his skin was rather reddish too. He had a strange, but pleasant little face, with a short pointed beard and curly hair. (p. 98).

As quoted in the extract above, the author tries to describe an unusual creature in details. Considering its appearance, it is half animal half human and with relation to its behavior, it wears clothes and even holds an umbrella just like a normal human being. One of the strangest points about this creature is that it even does shopping for Christmas. As all the other animals acting like humans in stories, this faun has the ability to speak and in its conversation with Lucy, he is surprised to see a girl. C.S Lewis (2001) shows that humans are actually unusual to the anthropomorphic creatures as well:

Good evening, good evening, said the Faun. Excuse me – I don't want to be inquisitive – but should I be right in thinking that you are a Daughter of Eve?

My name's Lucy, said she, not quite understanding him.

But you are – forgive me – you are what they call a girl? said the Faun.

Of course I'm a girl, said Lucy.

You are in fact Human?

Of course I'm human, said Lucy, still a little puzzled.

To be sure, to be sure, said the Faun. How stupid of me! But I've never seen a Son of Adam or Daughter of Eve before. I am delighted. (p. 65)

Alice's Adventures in Wonderland and *The Chronicles of Narnia* are in fact pedagogical tools and the aim of the authors is to teach moral lessons to children and grown-ups. Burke & Copenhaver (2004) believe that anthropomorphism is an instruction tool and it is helpful for expressing and passing thoughts and believes. Due to its application and effectiveness, anthropomorphism has been used in children's literature. The topics which have been taught to the adults can be included in children's literature with the help of anthropomorphism. Social and cultural issues can be pointed out and instructed to children in an easier and more enjoyable way. Since there are animals that behave as humans, the story is more attention-grabbing and the messages that the writer wish to say, are more effective.

Having the animals in the story taking human's roles in real life is a proper way to teach a lesson or give advice. Anthropomorphism facilitates the relation between the writer and the reader. This technique makes it possible for the writer to send the desired message and the reader to comprehend it easier. Having animal acting as people, adds more emotional distance for the reader when the story message is powerful (Altick, 1973).

God And Religion

When comparing the characteristics of the two authors, both Lewis Carroll and C.S. Lewis were religious men of their time. Carroll was a committed member of the Church of England all through his life and being an orthodox, he was against the religious disagreements of the Victorian society.

C.S. Lewis was a protestant and he was opposed to the religious controversies of the modern society. Both authors though belonging to different eras, believed that people had lost their religious beliefs and faith in God due to the social

conditions. Although the writers have rather different styles, their aim is to illustrate a common problem in their stories. Religion and regaining faith in God are common between the two novels of *Alice's Adventures in Wonderland* and *The Chronicles of Narnia*. God is a non-natural entity which is distinctive from the other known entities.

Alice's Adventures in Wonderland

Religion is one of the major themes in his book; however, it is somehow hidden in the text. Carroll whispers the glory of God in *Alice's Adventures in Wonderland*. He gives emphasis to the sense of wonder and shows this through the eyes of a child. Alice travels from the primary world to the secondary or according to Carroll, a spiritual world. All through her journey, Alice experiences a feeling of wonder and uncertainty. In order to create the same emotions in the readers, Carroll employs linguistic manipulations. He believes that divinity is in beauty and finds beauty in playing with the words. Traveling into the wonderland is in fact related to the Gospel.

Carroll uses the element of dream and imagination to represent the presence of God. The White Rabbit, who himself is a Christ figure leads Alice through the journey of wonderland. Carroll's book illustrates that any person, even a child can be curious about life and in order to discover the reality, trust and hope are fundamental. The desire to find out what is going on in the world requires one's faith in God. It is an unknown journey which can be demanding for anyone unless they have faith. In case of Alice, she is a curious child who enters a completely unfamiliar world.

Wonderland is a strange world in which normal rules do not apply. It is definitely both adventures and frightening for Alice. Though being extremely curious, Alice is adventurous, smart and innocent. She is already bored with the normal life surrounding her. Lewis Carroll is in fact addressing all people. He believes that people of the Victorian age are spiritually poor; therefore, he tries to encourage them to regain their faith. In his novel, he claims that God exists and he invites everyone to hear his voice.

In the story, the moment when Alice feels lost and terrified, she finds a beautiful garden. The garden resembles paradise. As Carroll (2015) describes: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains (p. 8).

Regarding the religious theme of the book, the queen and the king of hearts should be taken into account. They in fact show a hierarchy system and they are on top of it. One interpretation is that they symbolize God. They are powerful figures who lead other living beings and the whole land. They control everyone's life and sentence them to death. In fact, one of the major points Carroll mentions in his book is the constant threat of death in life. Alice risks her life in many situations; additionally, the sentence of "off with her head" is frequently said by the queen (Carroll, 1982).

In opposed to Lewis Carroll's style, C.S. Lewis uses precise and clear religious themes in his book. Religion and God is the main theme of *The Chronicles of Narnia*.

The Lion, the Witch, and the Wardrobe

The Chronicles of Narnia is written to show that goodness and beauty exist in the world. It actually illustrates the presence of God and heaven. The book talks people out of lies and dishonesty, and shows dreadful results of committing sins. In general, the writer tries to persuade people to believe in God's endless love (Kennedy, 2008).

Callow (2015) names C.S. Lewis as one of the first writers who combines fantasy and Christian literature. C.S. Lewis includes both traditional Christian themes and other mythic traditions. The book is a fantasy novel, written by a Christian writer who wants to encourage religious faith. C.S. Lewis uses fairytales, mythology and fantasy to inspire people since they have lost their faith in God. In fact, his aim of writing this fantastic novel is to remind people of Christian values. Lewis believes that Christianity originates from myth; thus, he mingles mythological characters with Christian themes. Creating Christian fictions allows him to grab the readers' attention and at the same time, teaches them biblical lessons. Though Lewis's first intention is to instruct children the basics of Christianity, adults can definitely benefit from the book as well.

All Narnia books include symbolism and according to the writer, each story represents particular Christian beliefs. "*The Lion, the Witch and the Wardrobe* represents the Crucifixion and Resurrection of Jesus Christ" Callow (2015) continues with the characters and symbols:

Aslan's sacrificial death, which Aslan himself chose to endure in place of Edmund, is a direct illustration of the death of Jesus, who Christians believe died of mankind. Aslan did so willingly, and specifically as payment for the contractually obligated death owed due to one of Edmunds mistakes (p. 6).

Narnia is allegorical and the characters in the story are similar to the characters written in the Holy Bible. The Lion allegorizes Jesus Christ as he is tortured to save human beings from their sins. Aslan's sacrifice followed by resurrection, allegorize Christ's crucifixion and resurrection. From another point of view, Aslan owns qualities and abilities similar to God. By his breathing, many Narnian creatures who have been enchanted by the witch become normal again.

Another important character in the book, The White Witch, is parallel with the devil. She makes everything frozen and turns the creatures to stones if they do not obey her. Considering the siblings in the story, Susan and Lucy resemble the women in Jesus' resurrection. They help Jesus and inform others about what has happened. Kennedy (2008) believes that Edmund who is a betrayer symbolizes "Doubting Thomas in the Bible" (p. 7). And according to Karakaya (2015) "Peter represents the skeptic's stance, much like the Pharisees of the bible, who lived based on rules, schedules, and tangible proof before belief" (p. 13). Father Christmas or in modern term, the Santa Claus is an essential character in the story. Being a famous figure in Christian religion, he is in charge of bringing Christmas presents to children. He is a sign of hope and happiness. As C.S. Lewis writes, the kids get thrilled when Father Christmas appears. They have heard that it is always winter in Narnia but never Christmas. Father Christmas's arrival indicates that good things are happening.

According to Callow (2015) the most important reference to Christianity is the part that Aslan takes Edmund's place on the stone table and sacrifices himself. After his death, the mice come and chew the ropes in order to release Aslan. "The imagery of mice helping a lion in distress is suggestive of Aesop's fable of *the Lion and the Mouse*, where a lion had made peace with a mouse, and the mouse later helps the lion escape from hunters who had tied him to a tree with rope" (p. 43).

Regarding religion and religious values, one of the characteristics which is common in both novels is gluttony. This quality can be observed in both Alice and Edmund from the two books and it is in fact one of the deadly sins in Christian religion. The stories indicate that the characters must deal with negative consequences due to this feature. This is illustrated by Carroll (2015) as: Alice was just going to leave the room, when her eye fell upon a little bottle that stood near the looking-glass. There was no label this time with the words "DRINK ME," but nevertheless she uncorked it and put it to her lips. "I know something interesting is sure to happen," she said to herself, "whenever I eat or drink anything: so I'll just see what this bottle does. I do hope it'll make me grow large again, for really I'm quite tired of being such tiny little thing!" It did so indeed, and much sooner than she had expected: before she had drunk half the bottle she found her head pressing against the ceiling, and had to stoop to save her neck from being broken (p. 67).

A similar situation was depicted by C.S. Lewis (2001): At last the Turkish Delight was all finished and Edmund was looking very hard at the empty box and wishing that the Queen would ask him whether he would like some more. Probably the Queen knew quite well what he was thinking; for she knew, though Edmund did not, that this was enchanted Turkish Delight and that anyone who had once tasted it would want more and more of it, and would even, if they were allowed, go on eating it till they killed themselves. But she did not offer him anymore. Instead, she said to him, "Son of Adam, I should so much like to see your brother and your two sisters. Will you bring them to me? Because, if you did come again bringing them with you of course, I'd be able to give you some more Turkish Delight (p. 29).

CONCLUSION

Parallel reading of Lewis Carroll's *Alice in Wonderland* and C.S. Lewis's *The Chronicles* reveals that Lewis Carroll's novel is more focused on the role of mind since it takes the reader on a journey to a fantasy world that requires mental engagement in the story. C.S. Lewis's work on the other hand requires a mental presence. on the other hand is redundant both works deny Realism and they try to instill their understandings and images into the works and believe that everything is relative; However, this attribute is not just limited to these two particular novels; For example, in *Mere Christianity*, another well-known work of C.S. Lewis, a unique image of Jesus is introduced that contradicts the earlier descriptions with a focus on fantasy world rather than real world.

Despite the fact that the writers belong to different times, they are of the same opinion concerning some modernist perspectives. This can be explained by their emphasis on the

mind and its significant role. Both Lewis Carroll and C.S. Lewis move from reality to subjectivity which is a representation of Modernism. However, C.S. Lewis's work is more engaged in theological and ideological themes and concepts. Lewis Carroll's stories take the reader into a fantasy world which is not necessarily based on religion and religious concepts.

In an attempt to compare childhood and adolescence stages in *Alice in Wonderland*, it was revealed that Alice tries to find out who she is and though being a child, she develops adult features and begins questioning real world issues. It can be claimed that Alice's distinguished attribute helps the book in serving both children and adults. Wonderland represents a world which is run by a new system. It is totally different from the one that Alice used to be familiar with. The unfamiliar system and the new rules can be observed in Narnia as well. Personification of animals and the confusion in children are employed in both works.

Analysis showed that although both writers were religious men of their time, C.S. Lewis's works are more theological and religion-oriented. Narnia is allegorical and the characters in the story are similar to the characters written in the Holy Bible.

In conclusion, though belonging to different periods, both Lewis Carroll and C.S. Lewis were dissatisfied with their environments. Children's literature has made it possible for these authors to criticize the problems and to write about risky subjects such as religion. In fact, the two authors have written fantasy novels that address both adults and children. By the help of fantastic literature and applying anthropomorphism, they have managed to create not only adventurous and comprehensible stories for children, but also pedagogical materials which show their ideas and believes to the adults.

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