

要 旨

Alice and Alicia in Victorian Girls Education

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In the Victorian age, the ideal image of a wife as the “Angel in the House” was widespread in Britain. Accordingly, Victorian girls were also expected to be an “ideal girl.” As a future “Angel in the House,” girls needed to be modest, inexperienced, obedient, and so on. Girls were taught their roles and behaviors through education at home or school and through didactic tales. However, in fantasy, there were different types of heroines which deviated from this social ideal.

This thesis analyzes the types of heroines that were depicted in fantasy for children. Two heroines, Alicia from Charles Dickens’ *The Magic Fishbone* (1868) and Alice from Lewis Carroll’ *Alice’s Adventures in Wonderland* (1865) are focused on. These stories were chosen because these works are fantasy written for children as well as because Alicia and Alice are close in age and are heroines without heroes. Alicia in *The Magic Fishbone* is 7 years old and belongs to the lower middle class. Alice in *Alice’s Adventures in Wonderland* is 8 years old and is from the upper middle class. *Alice’s Adventures in Wonderland* has been studied from various angles by literary critics and compared with other heroines. In contrast, Alicia has not been discussed and compared with Alice.

The first chapter describes the ideal role and behavior which Victorian society expected of girls, focusing on female virtue, which girls education emphasized.

In the second chapter, Alicia in *The Magic Fishbone* is analyzed against her lower middle class social background. Ideal characteristics and the ways in which she deviated from these social ideals are discussed.

The third chapter analyzes Alice in *Alice’s Adventures in Wonderland* as a girl of the upper middle class from the same point of view.

Finally, this thesis attempts to verify what images of heroines are presented through these two stories.