

THE SOCIAL CLASSES IN ERICH SEGAL'S NOVEL "THE CLASS"



A Thesis

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In English Department

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Buat Incredible "05... kelas dalam hidupku

Kami menerima dunia sebagaimana adanya

Kami adalah hamba yang akan bekerja

Mengembangkan kemajuan, menciptakan satu dua pertikaian

Keterikatan satu sama lain muncul terbungkus cinta

Dan terselubung dalam keengganan gaib---

Katakanlah kesantunan...

Psikologi ada dalam pikiran: abstrak

Ragam persoalan mencekam kami di tempat kami

Hidup; Satu-satunya kehidupan yang layak dihayati

Adalah persahabatan dan--- terakhsir,

Hal terbaik dalam lakon ini---Kami tahu bahwa kami adalah

Generasi terbaik.....

I shall not cease from exploration

And the end of all my exploring

Will be to arrive where I started

And know the place for the first time...

*Teristimewa untuk Bunda tercinta: Satu fase dalam hidupku ini kutasbihkan
untukmu, menjadi awal bagi perjalanan selanjutnya, seiring doa yang tak hentinya
kau panjatkan kepada ALLAH SWT... berkahilah kami menuju jalan-Mu*

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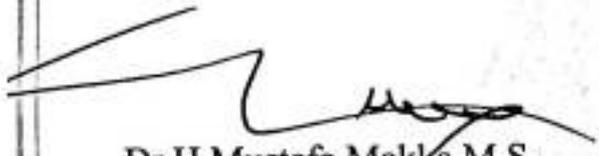
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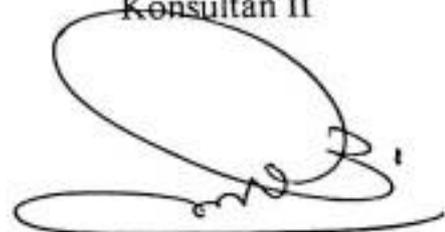
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ABSTRAK

Devi Ismayanti. F211 05 027. 2009. *Kelas-kelas sosial di dalam novel Erich Segal "The Class" (Dibimbing oleh Mustafa Makkah dan Burhanuddin Arafah).* Penelitian ini membahas tentang jenis-jenis kelas sosial yang ditunjukkan di dalam novel "The Class", serta bagaimana jenis-jenis latar belakang kelas sosial tersebut menginspirasi (memperkuat) tampilan dari kelima karakter utamanya.

Penulis kemudian melakukan penelitian dengan menggunakan metode penelitian pustaka. Metode ini meliputi pengumpulan data dan klasifikasi. Data dikumpulkan dengan cara mencatat penggalan-penggalan kalimat yang terdapat di dalam "The Class" sesuai dengan halamannya, kemudian penggalan-penggalan tersebut diklasifikasikan dan dianalisis sesuai dengan kasus yang dialami oleh masing-masing karakter di dalam novel tersebut.

Setelah tahap analisis selesai, akhirnya penulis menarik beberapa kesimpulan dari penelitian ini. Erich Segal di dalam novelnya "The Class" ingin memperlihatkan bahwa di lingkungan akademik, masalah diskriminasi tersebut dapat terjadi. Secara luas, sebelum tahun 1960an, USA menganut paham pemisahan yang justru membuka ruang bagi diskriminasi untuk berkembang. Walaupun banyak kaum pendatang yang berhasil dalam bisnis, latar belakang mereka tetap menjadi masalah yang pelik ketika ingin berbaur secara normal dengan *Yankees*.

ABSTRACT

Devi Ismayanti. F211 05 027. 2009. *The Social Classes in Erich Segal's Novel "The Class"* (supervised by Mustafa Makkah and Burhanuddin Arafah). This research aimed on the kind of social classes which demonstrated in the novel "The Class" and How do those various social class backgrounds inspire (substantiate) the performances of the main characters (as revealed in the novel).

The writer then uses library research method in analyzing the novel. This method includes collecting data and classification. The data were collected by using note taking technique which exists in "*The Class*" accord with the pages. Then all the quotation classified and analyzed based on the case that had been around by each character in that novel.

After analyzing the data, the researcher gets some points from this research. Erich Segal in his novel "*The Class*" would display that discrimination can happen among the academicians. Widely, before 1960, USA professes dissociation understanding that certainly opens the space for discrimination to develop. Though many immigrants who get the success in business, their background persistently becomes a complicated problem when they want to mix normally with the Yankees.

TABLE OF CONTENT

HALAMAN JUDUL	i
HALAMAN PENGESAHAN PEMBIMBING	ii
ACKNOWLEDGEMENT	iv
ABSTRAK.....	vi
TABLE OF CONTENT	vii
CHAPTER I INTRODUCTION.....	1
1.1. Background of writing	1
1.2. Identification of the Problem	4
1.3. Scope the of Problem	4
1.4. Statement of the Problem.....	5
1.5. Objectives.....	5
1.6. Sequence of Chapter.....	5
CHAPTER II LITERATURE REVIEW	
2.1 Literature Review.....	
2.1.1 Fiction	8
2.1.2 Novel.....	8
2.1.3 Genetic Structuralism method	10
2.1.4 Social class	11
2.1.5 Determinants of class	12
2.1.6 Racial Discrimination	14
2.1.7 Highlights of American Literature	16
2.1.8 Australian Culture – A Brief History of Australia and its literature	17
2.1.9 Sejarah Amerika-- High-level <i>middle class</i>	18
CHAPTER III METHODOLOGY	
Types of approaches.....	19
3.1 Intrinsic Approach	19
3.2 Extrinsic Approach	19
3.2.1 Data collection.....	19
3.2.1.1 Primary data	20
3.2.1.2 Secondary data	20

CHAPTER IV ANALYSIS

4.1 The Family Background of the Principle Characters	22
4.1.1 Andrew Eliot	22
4.1.2 Daniel Rossi	25
4.1.3 Jason Gilbert Jr	26
4.1.4 Theodore Lambros.....	28
4.1.5 George Keller	29
4.2 The Class Background Amidst The campus	30
4.2.1 Andrew Elliot	30
4.2.2 Daniel Ross.....	37
4.2.3 Jason Gilbert Jr.....	40
4.2.4 Theodore Lambros.....	46
4.2.5 George Keller	51
4.3 Erich Segal "The Class" presents the plot of the story in the form of well-united structures of the work that makes it interesting to go through	58

CHAPTER V CONCLUSION.....	61
Conclusion	61
Suggestion	62

BIBLIOGRAPHY APPENDIXES

Chapter I

INTRODUCTION

1.1. Background of writing

Literature is a part of our life; it has an important role in our society, culture, and civilization development. Moreover, literature presents life which may happen in our social realities include the whole aspects of human activities expressing any feelings, emotions, thoughts and ideas. Literary work is an important subject to study because it reproduces or recreates life through words or language.

Literary works, takes human experience as its material. Studying it can help us to understand life and our environment, culture, values better. The literary works is an Author's creativity which is used to portray his ideas and experience about the social reality that can happen in a social life. By this reality, the author's imagination may describe the totality expression in the form of literary work which is interesting to be scrutinized.

Wellek briefly states as follows:

Literature represents life: and life is, in large measure, a social reality, even though the natural world and the inner sight of the subjective world of the

individual, have also been objects of literature imitation (wellek and waren, 1970:94)

Fiction is one of the forms of literary works. It is interesting to talk about or to discuss in research work. This is because fiction or story is the easiest one to read and interpreted. As a genre of fiction, the novel set up in a number of words that represents human life and one of the most popular works in literary works. It is a kind of prose, as a product of people's imagination is created to be enjoyed, understood, comprehended, and used by people as members of society.

The good novel always comes from the author's own experience. According to Allen (1949:22) "*A good novel is always the revelation of the novelist's own self discovery.*" It is a representation of human life through the author's experience at this time, invites the reader to learn about life through the characters, events, and condition at that time. Therefore, by reading a novel we can enlarge our human sympathy and enchant our enjoyment of life.

Generally, novels have some chief elements which internally build up the story. Those are plot, characters, setting, theme, atmosphere and style. They are connecting and supporting each other.

Out of all Segal's works such as *Love Story*, 1970, *Oliver's Story*, 1977, *Man, Woman and Child*, 1980, *The Class*, 1985. The focus of this thesis that the writer interested to analyze is '*The Class*', one of the best known novels of Erich Segal that very spectacular because it pure reveal all of about Harvard.

The substances of story in this novel so complex, it tells about love, friendship, and dreams. But great one theme that moves the writer to analysis is Social Class.

In this point, we can see that literary as one of media not monotonously adapts a work of fiction. But also shows on parts of reality (like Social Class) that happened in people and there is of course close relation with the author's life (experiences) as a member of society. Literary is imitation of all people's life.

In this novel, Segal presents to the reader about social Class in America. Indirectly, the title *The Class* has an ambiguity with the theme *Social Class*. *Class*, be the key word that needs our attention to more understand the story. Erich Segal's decision to invert the last to digits of 1958, the year he completed 1958. That is given his readers a point to watch for in their own time.

The main setting in this novel is Harvard University which are described by the main characters of the novel, they are Andrew Elliot (Royal Family), Theodore Lambros, Daniel Rossi, Jason Gilbert (Middle-Class Family), and George Keller (Ordinary or Common People), they are stronger characters that makes this story becomes vivid. For this reason, the writer of this thesis has decided to choose this novel out of all other pieces of literary works as a subject matter worth analyzing.

1.2 Identification of the problem

The Class has a lot of aspects that can be analyzed. Based on the explanation above the writer has specific purpose to making point about several of the social Class in the novel: 1) Royal Family, 2) Middle-Class family, 3) Ordinary/Common people, which revealed by the existence of main characters in the novel.

1.3 Scope of the problem

It is necessary to state clearly and briefly the scope of problem which the writer wants to focus in this writing in order to avoid misunderstanding between the readers and the writer ideas in the following expose chapter.

"The Class" is a novel which was written by Erich Segal, an American author (born June 16, 1937 in Brooklyn, New York). The writer uses the novel which was published in 1985 by Ploys, Inc, America.

The title of this thesis is "The social Classes in Erich Segal's Novel *The Class '58*". In this case, the writer would state only the social Class in America totally, in which the setting is Harvard University which are described by the main characters. Every character in this novel brings their backgrounds of family when they studied at Harvard University. They are Andrew Elliot (Royal Family), Theodore Lambros, Daniel Rossi, Jason Gilbert (Middle-Class Family), and George Keller (Ordinary or Common People).

1.4 Statement of the Problem

To analysis the novel, the writer would intend to presents the following statement of problems:

1. What kind of social classes demonstrated in the novel?
2. How do those various social class backgrounds inspire (substantiate) the performances of the main characters (as revealed in the novel)?

1.5 Objectives

The objectives that the writer would like to achieve in this analysis are:

1. To describe the various existing social classes in the novel
2. To present, how those various social class backgrounds inspire the performances of main characters as revealed in the novel

1.6 Sequence of chapter

The content of the writing can be found in the sequence of chapter. Therefore, the structure of the writing including skeletons of ideas will be explained in the writing. Hopefully it could help the readers before they read the content of this writing. The sequence of chapters in this writing is as follows:

Chapter 1 is an introduction, comprising the reason for choosing the novel, identification of problem, scope of problem, statement of problem, objectives, and sequence of chapter.

Chapter II is theoretical background of writing. It gives the explanation about several social classes above, and gives the background in which the author lived.

Chapter III is the methodology of writing. The analysis of literary work will more perfect if we use the accurate methodology. In this chapter, the writer will use a description way to explain the analysis by of approaches as intrinsic approach (to understand the novel itself and its elements). The second is extrinsic approach (data collection) some texts or books and library research.

Chapter IV is the analysis of the problem. It concerns about the analysis of characters, the background of their family (their social classes) and their life at Harvard University.

Chapter V, the last chapter provides conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

2.1 Literature Review

Literature and human life are difficult to separate. Literature or literary work tells about life and the life is an inspiration for an author to produce a literary work. It is a created by an author to be enjoyed, understood, and used by society.

Literary is a form of art (verbal art) and it is an expression of human experience through the artistic form of the words. Literary is a product of human activity, human creative genius and its source in people as social beings.

Literary work in one period represents the life of the age. So, when discussing a literary work, the reader will be understood on condition of its society as Welleck and Warren say as follow:

“Literature is everything in print. We are not limited to belles-letters or even to printed or manuscript records in our effort to understand a period or civilization, and we must see our work in the light of its possible contribution to the history of culture.” (Theory of Literature, 1970:20).

2.1.1 Fiction

Fiction is a kind of literary work that tells about a fabricated story and not based on the real events. Fiction (in Latin *fictio*, "a shaping, and a counterfeiting") is a name for stories not entirely factual, but at least partially shaped, made up, imagined (X.J Kennedy, 1991:1). In fiction, the facts may or may not be true, and a story is none the worse for their being entirely imaginary.

Fiction can be divided based on its forms, into novel, novelette, and short story. It is confirmed by Brook in *Prinsip-Prinsip Dasar Sastra* that says "There are various classifications made of fiction according to the form it may take, but the most common are the short story, the novelette any the novel" (Tarigan, 1986:153). Among the forms of literary work, novel has been the favorite of both writers and readers for more than two hundred years.

2.1.2 Novel

Novel is the most popular literary work it can represent human life. A novel is a world specially made in works by an author. Novel exists in the way it does because an author has chosen to put it together in that particular way. This means that novels are fictional, that is to say, they have been made up (Richard gill, 1985:77).

Novel is built up by some elements such as plot, character, setting, theme, atmosphere, style and point of view. They are unity and can not be separated. In a story, they support each other that are arranged by the author to produce a good story. To knowing these elements, we as the readers can evaluate the story, whether it is good or not.

- These are some theories of character, the principal character and theme:

As a literary term "character" has an altogether different meaning. It refers to any of the make believe persons we encounter in fiction. In imaginary persons, and in all successful fiction, characters come alive as individuals. They must materialize on the page through the accumulation of details about their appearance, actions, and responses, as seen, heard, and felt physical realities (Charter, 1987:1368).

The principal of character are the characters that fully "rounded" with all the complexities of living persons (Joseph V. Landy, 1972:89)

Characters are fictitious creations thus the dramatist and the novelist may both be judge with regard to their ability in the art of characterization (C.R. Reaske, 1966:40)

To be acquainted with the personality of characters, we need to notice the things like:

- a. Their action
- b. Their words
- c. Their thought
- d. Their physical appearance

- e. What other say
- f. Juxtaposition with other characters

A fiction usually describes one main idea and developing the story, the author will create some small things, as the result of various human problems. In novel, theme is implicit in a series of incidents, therefore it needs a perception and interpretation from the readers to catch what the problem is.

Theme means what the novel can be summed up as Gill says that:

'Whenever you write about novels, you should try to look beyond character, setting and plot to what it is about – its theme or issues. The theme of the novel, you should remember, are there because the author intended them to be. They are the author's interpretation and judgment of life, expressing, to use two useful words, his or her view or vision of things. You should avoid writing about themes as if they were separate strands in the novel, for they can't be isolated in that way. A theme emerges *in* and *through* the dialogue, development of character, setting and plot. One way of saying what makes up the theme of a novel is to say that it is the significance of all those elements" (Richard Gill, 1985:131)

2.1.3 Genetic Structuralism method

A term adopted by Lucien Goldman (a man of letters from France), to describe his method of cultural analysis. Although Goldman coined the phrase, he believed the basic method had been elaborated by Hegel, Marx, Freud, Piaget, and the young Lukacs. Goldman's method is a Structuralism because, in considering cultural phenomena, it concerns itself not with immediate appearances or content, but with significant mental structures.

Such structures are totalities in which the component parts are dependent on the whole. But unlike Barthes, Lévi-Strauss, or Althusser, Goldman stresses that such structures must be understood in terms of their origin in the historical process. Any given totality can be inserted into a larger totality; thus a literary Text could be seen as a totality with its own structure, or as a component of a whole epoch of social history. In particular Goldman develops the concept of a "world view," the set of aspirations, ideas, and feelings elaborated by a whole social Class at a stage in its history. Such a world view is produced by a collective Subject, but may find its most coherent expression in a major literary or philosophical text. Goldman gives the most concrete exposition of the method in *The Hidden God* (Goldman, 1956).

2.1.4 Social class

Social class refers to the hierarchical distinctions (or stratification) between individuals or groups in societies or cultures. Usually individuals are grouped into classes based on their economic positions and similar political and economic interests within the stratification system. The factors that determine class vary widely from one society to another. Even within a society, different people or groups may have very different ideas about what makes one "higher" or "lower" in the social hierarchy. Some questions frequently asked when trying to define class include 1) the most important criteria in distinguishing classes, 2) the number of class divisions that exist, 3)

the extent to which individuals recognize these divisions if they are to be meaningful, and 4) whether or not class divisions even exist in the US and other industrial societies.

Sociologist Dennis Wrong defines class in two ways - realist and nominalist. The realist definition relies on clear class boundaries to which people adhere in order to create social groupings. They identify themselves with a particular class and interact mainly with people in this class. The nominalist definition of class focuses on the characteristics that people share in a given class - education, occupation, etc. Class is therefore determined not by the group in which you place yourself or the people you interact with, but rather by these common characteristics.

The most basic class distinction is between the powerful and the powerless. People in social classes with greater power attempt to cement their own positions in society and maintain their ranking above the lower social classes in the social hierarchy. Social classes with a great deal of power are usually viewed as elites, at least within their own societies

2.1.5 Determinants of class

In so-called non-stratified societies or cephalous societies, there is no concept of social class, power, or hierarchy beyond temporary or limited

social statuses. In such societies, every individual has a roughly equal social standing in most situations.

In societies where classes exist, one's class is determined largely by:

- Personal or household per capita income or wealth/ net worth, including the ownership of land, property, means of production, etc.
- occupation
- education and qualifications
- family background

Those who can attain a position of power in a society will often adopt distinctive lifestyles to emphasize their prestige and to further rank themselves within the powerful class. Often the adoption of these stylistic traits (which are often referred to as cultural capital) is as important as one's wealth in determining class status, at least at the higher levels:

- costume and grooming
- Manners and cultural refinement. For example, Bourdieu suggests a notion of high and low classes with a distinction between bourgeois tastes and sensitivities and the working class tastes and sensitivities.
- political standing vis-à-vis the church, government, and/or social clubs, as well as the use of honorary titles

- reputation of honor or disgrace
- language, the distinction between elaborate code, which is seen as a criterion for "upper-class", and the restricted code, which is associated with "lower classes"

Finally, fluid notions such as race can have widely varying degrees of influence on class standing. Having characteristics of a particular ethnic group may improve one's class status in many societies. However, what is considered "racially superior" in one society can often be exactly the opposite in another. In situations where such factors are an issue, a minority ethnicity has often been hidden, or discreetly ignored if the person in question has otherwise attained the requirements to be of a higher class.

2.1.6 Racial Discrimination

Racism is the belief that race is the primary determinant of human traits and capacities and those racial differences produce an inherent superiority of a particular race. People with racist beliefs might hate certain groups of people according to their racial groups. In the case of institutional racism, certain racial groups may be denied rights or benefits, or get preferential treatment. Racial discrimination typically points out taxonomic differences between different groups of people, even though anybody can be radicalized, independently of their somatic differences. According to the

United Nations conventions, there is no distinction between the term **racial discrimination** and **ethnic discrimination**. According to the Oxford English Dictionary, racism is a belief or ideology that all members of each racial group possess characteristics or abilities specific to that race, especially to distinguish it as being either superior or inferior to another racial group or racial groups. The Merriam-Webster's Dictionary defines racism as a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular racial group, and that it is also the prejudice based on such a belief. The *Macquarie Dictionary* defines racism as: "the belief that human races have distinctive characteristics which determine their respective cultures, usually involving the idea that one's own race is superior and has the right to rule or dominate others." The United Nations uses the definition of racial discrimination laid out in the *International Convention on the Elimination of All Forms of Racial Discrimination*, adopted in 1966:

...any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. (Part 1 of Article 1 of the U.N

International Convention on the Elimination of All Forms of Racial Discrimination).

2.1.7 Highlights of American Literature

Theodore Dreiser was perhaps the first important new American voice of the 20th century. His naturalism and his choice of subject often echo his predecessor, Stephen Crane, but his style and methods are very different. There is none poetic symbolism, none of the probing of psychological depths and neuroses. Perhaps because of his childhood of bitter poverty in an immigrant family which suffered all the deprivation brought about by lack of education, skill and status. Dreiser was more concerned with society effect on a person than with man apart from his environment. Though the surface details which abound in his works are, of course , out of date –people's clothes, their speech, their jobs –his treatment of the social forces which murderers and prostitutes, as well as the business successes, is as modern as ghetto literature. Dreiser was one of the first important writers to come from the lower levels of society, rather than from a long middle - class tradition, and in this he was the precursor of much that is good in contemporary American writing.

2.1.8 Australian Culture – A Brief History of Australia and its literature

Australia was a strange settlement and certainly didn't fit the notion of "colony" that Americans associate with their own historical beginnings. Convicts and their guards, a special corps of military police, made up the community. Survival was a question and near starvation a reality for a few years, but gradually the new place took shape. Convicts worked on government farms or officer's lands. The guards accumulated large properties holdings, backed by supplies, seed, and free convict labor, courtesy of the English Crown. While they policed the convicts, many of them also prospered in business, particularly the rum trade, buying from incoming ships and selling at a profit.

The ladder of social class was firmly constructed right from the beginning. Convicts serving time were at the bottom. Convicts who, for various reasons, were allowed to work on their own were known as ticket-of-leave workers and were a step above. In time, some convicts were pardoned or their sentences expired; they were called emancipists and stood a rung higher, but of course below those who came to the colony as free settlers. Civil officers sent by the Crown were near the top of the social ladder, while the military officer corps was the "aristocracy" of the prison settlement, at least insofar as power was concerned.

2.1.9 Sejarah Amerika-- *High-level middle class*

Kathryn in *American History* (Page 280-281) said that: The government's policies that made during 1920 year, it so conservative. Private work set on the top business in USA and gets the support from the government. Accord with the license, the republic policies was designed to create a profitable condition for industry. Tax of law in 1922 and 1930 year becomes a medium that give monopoly guarantee for industrialist in domestic market. Private businesses get the substantial support; include the building of loan, contract of employment and other aids that profitable from the government.

Chapter III

METHODOLOGY

The analysis of literary work will more perfect if we use the accurate methodology. In this thesis, the writer will use a description way to explain the analysis by using to types of approaches as follows:

3.1 Intrinsic Approach

This approach is used to understand the novel itself and its elements. After reading the novel, the writer identifies and finds out the object of this thesis, the main characters, that basically very important in developing the story and has the principal role in the story and the themes.

3.2 Extrinsic Approach

The writer also uses this approach in order to have a look at the psychological treatment of the novel. It consists of:

3.2.1 Data collection

Collecting the information is important to obtain many complete data and the areas can be responsible to achieve a successful writing. Those data give us some description or information related to the writing process.

In order to collect data from various sources, the writer uses a methodology namely library research, whether by reading some text books, articles or whether the critical writings that are related with the object of writing.

The kind of data in this research can be divided into two forms. They are primary data and secondary data.

3.2.1.1 Primary data

There are several ways to collect this primary data, such as follows:

1. To read the text of the novel accurately
2. To find the role of character as the main character and peripheral character
3. To find out the events of the story, then relate them as totality plot
4. To sum up the novel without reduce the author's intention
5. To copy citation of novel for analysis.

3.2.1.2 Secondary data

There are two ways to collect this secondary data, they are as:

1. Browsing some complement data by internet (to read some comments about Erich Segal's novel in internet which written by Erich Segal's fans club).
2. Library research (to read some books which are connected with the American`s life, like *Highlights Of American Literature*)

CHAPTER IV

ANALYSIS

The Class is the sixth of Erich Segal's novel which in all talk about Harvard. This book chronicles the lives of five members of the Class of 1958 in Harvard University. It begins as the members of the class enter Harvard which every characters has a distinct personality and background of their family.

The Class follows the diverse fates of five members of Harvard's Class of 1958, recording the way their lives intertwine. In this point, the writer will try to analyze the principal characters and the living condition that closely related to the theme in Erich Segal's *The Class*.

4.1 The Family Background of the Principle Characters

4.1.1 Andrew Eliot

He comes from the Boston, the noble Eliot family. Due to his background, he always feels the pressure of high expectations, and suffers from a lack of confidence as a result. He is otherwise laid-back and friendly, and a good friend to all his classmates. Andrew had a privileged childhood. Even after they had gracefully divorced, his parents lavished on him all a growing boy could wish for. And from as early as he could recall, they sent

him to the most expensive boarding schools and summer camps. They established a trust fund, making his future secure.

On the first page of the novel we are told about Andrew's personality, feelings and his family. We can see at the narrative below:

I am the last Eliot of a great line to enter Harvard. My ancestors were all distinguished men. In war, in peace, in church, in science, and in education. As recently as 1948, my cousin Tom received the Nobel Prize for Literature. But the brilliance of the family tradition has grown dim with me. I don't even hold a candle to Jared Eliot (Class of 1703), the man who introduced rhubarb to America. -Yet I do have one tenuous connection with my noble forebears. They were diarists. My name sake, Reverend Andrew Eliot, '37, while bravely tending his parishioners, kept a daily record-still extant-describing what the Revolutionary War was like during the siege of Boston in 1776. (Segal: 01)

Andrew has one tenuous connection with his noble forebears. They were diarists. His namesake, reverend Andrew Eliot, '37, while bravely tending his parishioners, kept a daily record-still extant-describing what the Revolutionary War was like during the siege of Boston in 1776. The moment the city was liberated, he hurried to a meeting of the Harvard Board of Overseers to move that General George Washington be given an honorary doctorate. His son inherited his pulpit and his pen, leaving a vivid account of America's first days as a republic. Naturally, there's no comparison, but he has been keeping notebooks all his life as well. Maybe that's the single remnant of his heritage. He has observed history around him, even if he does not make any of it.

The third characters bellow (Daniel Rossi, Jason Gilbert, Theodore Lambros), based on their background of family can be classified into Middle Class family. Daniel Rossi is a child from Dr. Rossi, while Jason Gilbert is a child from Gilbert, Sr., was executive vice-president of the rapidly expanding National Communications Corporation. And Theodore Lambros is a child from Socrates. His father, Socrates, who had come to America from Greece in the early thirties, was the popular proprietor of The Marathon restaurant on Massachusetts Avenue, a brisk walk north from Widener Library. According to *Sejarah Amerika*, the profession from the third parents of the characters is Middle Class; we can see the citation below:

"Dalam masa pasca perang "Big boom", bisnis berkembang dan yang berhasil menjadi makmur melampaui bayangan mereka sebelumnya. Untuk pertama kalinya banyak orang Amerika yang mendaftar di perguruan tinggi...Kelas menengah menjadi makmur, bangsa Amerika mulai menikmati penghasilan nasional rata-rata tertinggi di dunia pada masa ini." (USIS- 2006: 60)

Calvin Coolidge, vice president that sits on presidency position after the death of Harding in 1924, said that the main business in American is business.

To make clear delineation from the third characters above, the characters will explain one by one their family background.

4.1.2 Daniel Rossi

As far back since childhood Danny Rossi had a single, desperate ambition-to please his father. And one single haunting nightmare-that he never could. At first he believed there was a legitimate reason for Dr. Rossi's indifference. After all, Danny was a weak that his brother (Frank Rossi) an athlete that his mere entrance on the field could bring a stadium of cheering people to their feet. He was the pride of Rossi. While Danny, grow up jealously with his brother.

The fact that Danny got good grades-which Frank never did-made no impression whatsoever. Afterall, his brother stood a mighty six feet two (a head taller than Danny), and his mere entrance on the field could bring a stadium of cheering people to their feet. What could little bespectacled red-haired Danny do that earned applause? He was, or so his mother constantly reported, a gifted pianist. Almost a prodigy. This would have made most parents proud. And yet Dr. Rossi never once had come to hear him play in public. (Segal: 2)

Precisely, his interest in the music just make his father is annoyed. In 1950, Frank, a fighter pilot, was shot down in Korea. That case, make Dannie's pent up jealousy transformed, in painful stages, first to grief and than to guilt. He somehow felt responsible. As if he'd wished his brother's death.

From the time he entered high school, Danny had his heart set on going to Harvard, where he could study composition with Randall Thompson, choral master, and Walter Piston, virtuoso symphonist. This alone gave him the inspiration to slog through science, math, and civics. For sentimental reasons,

Dr. Rossi would have liked to see his son at Princeton, the university celebrated by F. Scott Fitzgerald. And which would have been Frank's alma mater. But Danny was impervious to all persuasion. And finally Art Rossi stopped his campaign. But something occurred to shake the dentist's laissez-faire attitude. In 1954, the zealous Senator McCarthy was focusing his scrutiny upon "that Commie sanctuary Harvard." Some of its professors would not cooperate with his committee and discuss their colleagues' politics. Worse, the President of Harvard, the stubborn Dr. Pusey, then refused to fire them as Joe McCarthy had demanded. Dr. Rossi asked with growing frequency to his son, "how can anyone whose brother died protecting us from communism even dream of going to that kind of school?" Danny remained taciturn. What was the point of answering that music isn't political. He persisted to Harvard although without budgetary fund from his father.

4.1.3 Jason Gilbert, Jr

Son of Jason Gilbert, Sr. *né* Jacob Grunewald has the makings of a perfect son, of whom any parent would be proud.

He was the Golden Boy. A tall and blond Apollo with the kind of magnetism women loved and men admired. He excelled at every sport he played. His teachers adored him, for despite his universal popularity, he was soft-spoken and respectful. In short, he was that rare young man whom every parent dreams of as a son. And every woman dreams of as a lover. (Segal: 06)

Despite this, there is one thing that troubles him: he is in constant conflict with his identity as a Jew, let us see the narrative below:

A tragic flaw he had inherited - from generations of his ancestors. - Jason Gilbert had been born Jewish. His father had worked hard to camouflage the fact. For Jason Gilbert, Sr., knew from the bruises of his Brooklyn childhood that being Jewish was a handicap, an albatross around the soul. Life would be far better if everyone could simply be American. He had long considered disposing of the liability of his last name. And finally, one autumn afternoon in 1933, a circuit court judge gave Jacob Grunewald a new life as Jason Gilbert. (Segal: 6-7)

Their childhood was idyllic. Both seemed to thrive on the regimen of self-improvement that their father had devised for them. It began with swimming and continued with riding and tennis instruction. And of course, skiing on their winter holidays. Young Jason was prepared with loving rigor to become a demon of the tennis courts. First he was tutored at a nearby club. But when he showed the promise that his father had fully expected, each Saturday the elder Gilbert personally drove his budding champion to Forest Hills for coaching by Ricardo Lopez, former Wimbledon and U.S. champion. Dad watched every minute of the sessions, shouting encouragement and reveling in Jason's progress. - The Gilberts had intended to bring up their children with no religion at all. But they soon discovered that, even in a place as easygoing as Syosset, no one could exist in unaffiliated limbo. It was worse than being something second rate. Fortune dealt them yet another ace when a new Unitarian church was built nearby. They were accepted cordially, though their

participation was sporadic, to say the least. They hardly ever went on Sundays. At Christmas they were on the slopes and Easter on the beach. But at least they belonged. Both parents were intelligent enough to know that trying to raise their children as Mayflower WASPs would ultimately cause them psychological perplexities. And so they taught their son and daughter that their Jewish background was like a little rivulet that poured from the Old Country to join with the mighty mainstream of American society.

4.1.4 Theodore Lambros

Was born to a working class Greek family, a member of that small and near invisible minority. His parents set hope on him in order to someday he become successful man in their family.

He was a commuter. A member of that small and near-invisible minority whose finances were not sufficient to allow them the luxury of living with their classmates on campus. Thus, they were Harvard men only by day-a part and yet apart-forced to return at night by bus or subway to the real world. (Segal: 09)

Socrates (Ted's father) establishment, as he would frequently boast to members of his staff/ family more great minds would nightly gather than ever had "symposia zed" at the Academy of Plato. Not just philosophers, but Nobel Prize winners in physics, chemistry, medicine, and economics. Theodore attended Cambridge High and Latin School, so very near the sacred precinct that it was almost part of the college it sew since the elder Lambros held the

members of the faculty in a reverence bordering on idolatry, it was natural that his son grew up with a passionate desire to go to Harvard.

4.1.5 George Keller, *ne* Gyuri Kolozsdi

Since he was childhood, George never felt affection from his father. For George, his father likes a monster because everyday, Istvan (his father's name) always terrorized him. True enough, "Istvan the Terrible," as George often thought of him, had never actually killed or even imprisoned anybody. He was merely a minor official in the Hungarian People's Working Party who used Marxist-Leninist jargon to castigate his son. After his mother's death, Istvan wreak his angry to his son. Subconsciously, his atrocity brings abhorrence on George' heart. George has one sister (Marika), she tried to grow up as quickly as she could to be a mediating force-a mother to her brother and a wife to him.

"Try and understand, George, he's had a very hard life."That's no excuse for giving me one. But in a way I understand. He feels trapped in his job. Yes, Marika, even socialist officials harbor ambitions. The Farm Program is an unmitigated disaster. His boss naturally blames him, so who can he let out his frustrations on? Sometimes I wish we had a dog so he could kick it instead of me." (Segal: 68)

Politic disorder and war against the Russian, brings George, Aniko (his girl friend), and Geza (his best friend) to leave Budapest. They separate when across in Austria's frontier, border patrol was found them as illegal defector. Fortune dealt him when Miki (new friend) brings him to enter the United

States as a Hungarian refugee following the student uprising in 1956, and is granted a place in the Harvard Class of 1958.

4.2 The Class Background Amidst The campus

All of them (except George Keller because he is the late arrival) enter in Harvard with different ways. Andrew comes with his father, while Daniel comes alone because his father does not agree when his son becomes Harvard student. Jason, take down by his parents and sister. They carried away with Jason's leave to Harvard to take his study. And Theodore Lambros, although he did not get the scholarship and live in one of dormitory, he comes alone in Harvard with happiness.

4.2.1 Andrew Elliot

The ancestors of Andrew Elliot are nobles which most of them very influential because they have given much contribution for Harvard developments. The Elliot's generations are the genius people that made some nobles in their departments. Most of the former Elliots are arm forces (ground forces) the soldiers of George Washington, so Andrew and his friends from secondary school (prep school) that also comes from noble

family (like Newall and Wigglesworth) fixed on Wig G-21 at the first year of their lecture. Let see the narrative below:

As usual, father and son did not speak much to each other. Too many centuries of Elliots had gone through this same rite of passage to make conversation necessary. They parked by the gate closest to Massachusetts Hall (some of whose earlier occupants had been George Washington's soldiers). Andrew- ran into the Yard and rushed up to Wig G-21 to enlist the aid of his former prep school buddies in hauling his gear. (Segal: 13)

Any reasons that why the rich people different with common. It is because their life style and habitual. In this case, differ from their other friends (from secondary school), at the first day set foot on Harvard, Andrew and friends bought some furniture to fill their rooms at dormitory and hang out with spent much money:

Andrew Eliot, Mike Wigglesworth, and Dickie Newall spent all that afternoon scouring the furniture emporia in and around the Square and procured the finest leatherette pieces available. After expending three hours and \$195, they stood at the ground floor of G-entry with all their treasures. (Segal: 15)

Many agendas at Harvard like dinner and the others; compulsory their students to wear tie and jacked as their uniform. By this reality, we can see clearly the dissimilarity from every social background's life.

Naturally, each freshman wore a tie and jacket-although the garments varied- in color and quality, depending on the means and background of the wearer. The rules explicitly proclaimed that the only civilized attire in which a Harvard man could take a meal (Segal: 17)

Of course, the students which comes from in the prep school, has their style that different with the common students from secondary school. Let us see follow:

The huge, wood-paneled hall reverberated with the loud chatter of nervous freshmen. - You could tell who had gone to high schools and who to prep schools. For the latter dressed in matching plumage-Shetland jackets and rep ties-and ate in larger groups, whose conversation and laughter were homogenized. (Segal: 17)

Harvard did not choose their student's living companions without much deliberations and analysis. Indeed, some keen sadistic geniuses much have spent innumerable hours on this strange apportionment. The preppies are their exceptional because their always living with they group co preppies.

Preppies naturally requested and received accommodations with their buddies. But then, they were the few conformists in this monstrous colony of oddballs, where exceptions were the norm. (Segal: 18)

It could not hide the fact that freshman food was absolutely wretched. What was that gray sliced stuff slapped at them at the first station? The serving biddies claimed it was meat. It looked like innersoles to most and tasted much that way to all. It was no consolation that they can eat all they wanted. For who would ever want more of this unchewable enigma? But once more, the preppies can choose their dinner in the different set of place.

My roommates and I celebrated our first night at Harvard by not eating there. We elected instead to go into Boston, have a quick meal at the Union Oyster House, and then move on to Scollay Square, the sole oasis of sleaze in the city's desert of puritanical decency.(Segal: 19)

The occasions that they thousands-odd will meet together as a class in their entire lifetime are extremely rare. They gather three time while they are in college. First at the freshman convocation, then at the notoriously gross freshman smoker, and finally after jumping all the necessary hurdles, one June morning four years hence when they will receive diplomas. Other wise, they go through Harvard on their own. Andrew in his diary written like this follow:

But for now, we're much more like the animals on Noah's Ark. I mean, I don't think the lions had too much to chat about with the lambs. Or with the mice. That's just about the way me and my roommates feel about some of the creatures that are on board with us for this four-year voyage. We live in different cabins and sit on different decks. Anyway, we gathered all together as The Class of '58 tonight in Sanders Theater. And it was pretty solemn. (Segal: 23)

There are people like Dickie Newall and Wigglesworth, think that Jews are genius and antisocial. They could not believe that the Jews like Jason Gilbert; their new classmate is a talented athlete of Squash. But Andrew has disagreement with their roommate's point of view about Jews. Let us see the narrative below:

At which point Andrew inquired, "What makes you think Jews aren't people?" -

"Aw, come on, Eliot, you know what I mean. They're - usually these dark, brainy, aggressive guys. But this one doesn't even wear glasses." "You know," Andrew commented, "my father always had a special admiration for the Jews. In fact, they're the only doctors he'll see for anything." - But how many of them does he see socially?

"Newall volleyed back. That's different. But I don't think he avoids them as a policy. It's just the circles that we move in." (Segal: 30)

Andrew think that the reason why his friends have the wrong understanding about their social life, it is because it the past time (in their prep school), there are no "lower orders" like in Harvard now. Andrew said:

"Listen, guys," Andrew responded.

"In prep school we had no Jews or Negroes at all. So who cared if you went on about the 'lower orders.' But Harvard's full of all types, so I think we should learn to live with them." (segal: 31)

Around 1909, Cambridge was turning from a village into a real city, and though some students lived in dormitories, Harvard men were scattered everywhere across town. The poorer guys rented cheap hovels along Mass. Avenue, while the over privileged ones lived in really posh apartments in the area then called the Gold Coast (near Mt. Auburn Street). This dispersion was symptomatic of a rigid social separation that perpetuated lots of prejudice. President Lowell thought that it was wrong for undergraduates to live in these hermetic cliques. So he championed the idea of copying Oxford and dividing the university into smaller colleges that would be a mixture of all types. The process works like this. First they admit all of us freshmen into dormitories in the Yard so that in principle they get to meet the different kinds of guys that make up one whole class. After a year of this enlightening experience we're supposed to have found our new diverse and fascinating friends. At which point they will be ready to spend our next three years down by the river in those exciting little colleges that Harvard snobbishly calls simply "houses." But this is far less true where preppies are concerned. Variety is not the spice

of our lives. They are like bacteria (though slightly brighter). They flourish in their own special environment. So, the university was not surprised when Andrew and his friends (Newall and Wigglesworth) decided to perpetuate our roommate hood for three more years.

Though there are seven houses, only three of them are really socially acceptable. For despite this bull about democracy, most of the masters want to give their house a distinctive tone, and thus try to select a preponderance of certain types, who reciprocally gravitate toward them. A lot of guys choose Adams House (named after good old Johnny, Class of 1755, the second U.S. President), perhaps because it had once been Gold Coast apartments. Also, not inconsequentially, it has a chef who once worked in a fancy New York restaurant (a factor not to be ignored when they consider three full years of breakfast, lunch, and dinner). Then there's Lowell House, a Georgian masterpiece, convenient to the Final Clubs, whose master is more English than the queen. But Harvard's undisputed preppie paradise is Eliot House. Wig and Newall want to make it their first choice. But Andrew, a bit uneasy at the prospect of inhabiting this rather awesome red-brick monument to his great-grandfather (his statue s even in the courtyard). Still, Wig and Newall were really hot to go where most of our friends already are ensconced. They had the makings of a real dilemma, until an unexpected visitor comes to their dorm in one night:

It was none other than Professor Finley. I mean the man himself-in our own dorm! He happened to be passing by -on his late evening promenade, and thought he' take the liberty of popping in to ask where we'd be applying for next year. And especially if Eliot was "privileged" to be among our choices. - We quickly assured him that it was, although he sensed that I myself had qualms about being Andrew Eliot in Eliot House, whose master was the Eliot Professor of Greek. (Segal: 40)

To inculcate good Yankee values, Andrew's father orders his son to looking for a job in campus. Blessing of the Professor Finley, Ned Devlin (the head librarian) sign Andrew on as one of his assistant. Start from this library, Andrew meets to Ted Lambros, someone which he thought very strange because he is different with the others (the preppies). Let see below:

At about nine o'clock I lifted my eyes just to survey the scene. The place was dotted with studying preppies in their usual uniform, button-down shirts and chinos. But at a table in the far corner I noticed something strange on the back of a well-built guy. It was, I thought, my own jacket. Or, more accurately, my own former jacket. Normally I wouldn't know the difference, but this was a tweed job with leather buttons that my folks had brought me from Harrods in London. There weren't many of those around. (Segal: 45)

See something that strange on one of the student, Andrew tries to make conversations with the guy. Before the library closed, their introduced one another:

He stood up and asked me how I'd guessed he wasn't from Eliot. Was it something in his face? -I answered candidly that it was only something in his jacket. This embarrassed him. As he started to examine it, I explained that it was a former possession -of mine. Now I felt shitty for mentioning it, and quickly assured the guy that he could use the library anytime I was there. I mean, he was at Harvard, wasn't he? Yeah. It turns out he's a sophomore commuter. Named Ted Lambros. (Segal: 46)

4.2.2 Daniel Rossi

Daniel Rossi comes to Harvard without his father's agreement. To defraying his lecture, he determined to look for some job in musically. So with all of his expectancy, he stiffens himself to arrive in Harvard:

His clothing was a mass of wrinkles and his reddish hair unkempt. Even his glasses were fogged with transcontinental grime. He had left the West Coast three days earlier with sixty dollars in his pocket, of which he still had fifty-two. For he had all but starved his way across America. (Segal: 11)

Danny assigned at Holworthy 6 with his new friends (Kimman Wu and bernie Arkeman) whereas he does not like this dorm. Actually, appropriate for his skill, he wants to living in Local No.9 of the Musician Union. But the official not accede his aspiration:

First he trudged to Holworthy 6, his freshman lodgings in the Yard, then registered as quickly as possible so that he could return to Boston and transfer from his California branch to Local No. 9 of the Musicians Union. (Segal: 11)

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For reasons inexplicable to everyone except the college powers, Danny Rossi was assigned to share his rooms in Holworthy with Kingrnan Wu, a Chinese future architect from San Diego (perhaps the link was California), and Bernie Ackerman, a mathematics whiz and champion fencer from New Trier High School in a suburb of Chicago. (Segal: 18)

The same case happen again in the second years, when all of the students enter to new house, Danny by Professor Finley's recommendation live at Elliot House collected to the preppies. Absolutely he wants to join at Adams house. So many musical and literary types lived there. You could

practically knock on your left and right and have enough participants for chamber music. Although this house not appropriate with he choice, in deepest heart, he does not want to make disappoint his professor. Let us see below:

Moreover, he didn't relish the prospect of being stuck for three years in Eliot with a bunch of smug preppies. (Segal: 43)

.....

But even more astonishing was his reaction when Finley candidly confessed. '~I wanted you very badly, Daniel. I had to trade the master of Adams two football stalwarts and a published poet just to get him to relinquish you "I guess I should be flattered, sir," said Danny, quite off balance at the news. "It's just that-" (Segal: 43)

On October 17, there was a small riot at Elliot House. More specifically, a demonstration against the classical music. Still more specifically a demonstration against Danny Rossi. The preppies felt disturbed with Danny's music:

It all started when a couple of clubbies began an early cocktail party. Danny usually practiced at Paine Hall, except when he had exams or a paper due. Then he used the secondhand upright in his room. He was at it hot and heavy that afternoon when some of the jolly tipplers decided that Chopin wa not suitable background music for getting smashed. It was simply a matter of taste. And, of course, in Eliot House, taste was the supreme law. It was therefore decided that Rossi had to be silenced. (Segal: 46)

In the night at dinner, Andrew (he is in the out side when the incident passed off) saw Danny sitting close by himself at a corner table, picking at his food and looking really miserable. He walked over and sat down across the

table and said that he so sorry to hear about Danny's piano. And then Danny suddenly exploded because his angry remnant. Andrew that always be soothes tries to make Danny calm down:

"You want the truth?" Andrew asked.

"They think they're God's gift to sophistication. But actually they're just a bunch of empty-headed preppies who wouldn't even be here if their parents hadn't sent them to expensive schools. A guy like you makes them feel insecure"Me?

"Yeah, Rossi. You're what this place is all about. You've got one thing they can't buy, and it galls the hell out of them. They're jealous because you've got real talent." Danny was quiet for a moment. Then looked at Andrew and said softly, "You know, Eliot, you're a really good guy."(Segal: 47)

This accident brought a deep hurt on Danny. He can't forget a stinging insued by the preppies. That matter makes him separate with social gathering on campus. Till twenty five years later, when the reunion comes with another atmosphere, he stood in the wings, elegant in tails and perfectly coiffed. Danny was suddenly struck by a strange realization. This was the most important audience he would ever face in his entire life:

All he could remember in this brief flickering of eternity was that during his Harvard years-despite his musical successes-he had been all but disregarded. He had not been athletic. He had not been gregarious. He had not even, at first, been a success with the opposite sex. He had been a wonk. And after a quarter of a century he still resented the ruthless massacre of his piano. Now the wheel had come full circle. All those who had persecuted, derided, and ignored him were out there waiting. (Segal: 305)

4.2.3 Jason Gilbert

Five hours later, Jason stood outside his assigned freshman dormitory, Straus A-32, on which a scrap of torn yellow paper was taped. (Segal: 12)

When the class was all in Cambridge, it would take several hours more for the last of them to be officially enrolled. First they were handed large manila envelopes with all the forms to be signed (in quadruplicate for the Financial Office, quintuplicate for the Registrar, and, inexplicably, sextuplicate for the Health Department). For all this paperwork they sat side by side at narrow tables that stretched forever and seemed to meet only in infinity. Among the questionnaires to be completed was one for Phillips Brooks House, part of which asked for religious affiliation (response was optional). Most the freshmen marked the answer on the paper, except Jason Gilbert:

Though none of them was particularly pious, Andrew Eliot, Danny Rossi, and Ted Lambros marked the boxes next to Episcopal, Catholic, and Greek Orthodox, respectively. Jason Gilbert, on the other hand, indicated that he had no religious affiliation whatsoever. (Segal: 14)

In the morning when the Jews celebrate their Yom Kippur's day, Jason Gilbert with all his Yankee, intend to breakfast but his roommate (D.D) avert him and said:

"Here you going, Gilbert?"

Where does it look like, D. D.? To breakfast, obviously."Today? "Sure, why not?"

-"Come on, Gilbert, you should know better. Don't you realize it's Yom Kippur?" So?" (Segal: 24)

With his impatient, Jason tries to make a point to D.D. He said although his grandfather is a Jew, but now him and his family not a Jew because they had joined at the Local Unitarian church. See the narrative below:

"Look, I know my grandfather was a Jew. But as far as faith is concerned, we belong to the local Unitarian church." "That doesn't mean a thing," D. D. retorted.

"If Hitler were alive he'd still consider you a Jew." (Segal: 24)

An understating of his religion comes from his parents. The Gilberts had intended to bring up their children with no religion at all. But they soon discovered that, even in a place as easy going as Syosset; no one could exist in one group of sect. It was worse than being . . . something second rate. However, in the reality with all his conscious how very hard they hide the identity, the world still regard they as a Jew:

And yet Jason realized inwardly that what he'd just stated was not quite the truth. For had he not experienced a little "problem" vis-à-vis the Yale Admissions Office?

(Segal: 25)

In the second years on November, the cruelest month at least for ten percent of the sophomore class. For it is then that the Final Clubs (so called because you can belong to only one) make their definitive selections. These eleven societies exist merely on the edge of Harvard life. But it is, one may say, the gilt edge. A Final Club is an elite, if homogeneous, institution where rich preppies can go and have drinks with other rich preppies. These gentlemanly sodalities do not intrude on college life. Indeed, the majority of

Harvard men barely know they exist. But, needless to say, November was a busy month for Messrs. Eliot, Newall, and Wigglesworth. Their suite was a veritable mecca for tweedy pilgrims, flocking to implore them to join their order. Like modern musketeers, the three decided they'd stick together. Though they got invited to punches for most of the clubs, it was pretty clear that they'd go to the Porcellian, the AD, or the Fly.

In fact, if all got asked, they knew they'd join the Porc. If you're going to bother with these things, it might as well be the undisputed number one, "the oldest men's club in America." Having been included in the P.C.'s last-cut dinner, they assumed they were in. Back at Eliot, they were still in their penguin suits, nursing a final digest, when there was a sudden knock at the door. It turned out to be Jason Gilbert brought all his disappointed:

"Oh," said Jason. "It must feel great to be wanted." "You ought to know," Newall quipped. "Every lovely at The Cliffe burns incense to your picture." Jason didn't smile. "That's probably because they don't realize I'm a leper. "What the hell are you talking about, Gilbert?" Andrew asked. "I'm talking about the fact that while almost every guy I know got at least one invitation to the first punch of a club, I wasn't even asked by the lowly BAT. I never realized I - -was such an asshole." (Segal: 54)

It is so hard to explain the real fact of Harvard's life. There is discrimination that should be accepted although you refuse. It likes nature's law which hereditarily growth in campus social gathering. Let us see the narrative below:

I just thought that being tuned to the club mentality, you might have some notion as to what precisely they found so obnoxious about me." Newall, Wig, and Andrew looked uncomfortably at one another, wondering who

would have to explain to Jason what they had assumed was obvious. Andrew could see that his roommates weren't up to it. So he made a stab at the not-so commendable facts of Harvard life. (Segal: 54)

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"Sure," Gilbert retorted ironically. "I just didn't go to the right prep school, huh~"

"Yeah," Wig quickly agreed. "Right on target." To which Jason replied, "Horseshit."

There was a deathly silence in the room. Finally Newall grew annoyed that Jason had broken their mellow mood. "For Christ's sake, Gilbert, why the hell should a Final Club have to take Jews? (Segal: 54-55)

After his refusal at the clubs and the frankness by his friends, Jason sends a letter for his father:

November 16, 1955

Dear Dad,

I didn't get into a Final Club. I know in the scheme of things it's not that important, and I really don't care that much about having another place to go and drink. Still, what really bothers me is that I wasn't even considered. And most of all the reason why. When I finally worked up the guts to ask some of my friends (at least I always thought they were my friends) for an explanation, they didn't pussyfoot around. They just came straight out and told me that the Final Clubs never take Jews. Actually, they put it in such a genteel way that it hardly sounded like prejudice. Dad, this is the second time I've been rejected for something simply because people regard me as Jewish. How do you reconcile this with the fact that you've always told me we were Americans "just like-everybody else"? I believed you-and I still want to. But somehow the world doesn't seem to share your opinion. - Perhaps being Jewish is not something you can remove like a change of clothing. Maybe that's why we're getting all of the prejudice and none of the pride. There are lots of really gifted people here at Harvard who think being Jewish is some kind of special honor. That confuses me as well. Because now more than ever I'm not sure exactly what a Jew is. I just- - know lots of people think I'm one. Dad, I'm terribly confused and so I'm turning for help to the person I respect most in the world. It's important that I solve this mystery. Because until I find out what I am, I'll never find out who I am.

- Your loving son,

Jason (Segal: 55)

His father did not answer this disturbing letter. Instead, he canceled a full day of business meetings and took the train straight up to Boston. When Jason walked out of squash practice he could hardly believe his eyes. His father comes to give spirit and rebuilt his son self confidence:

"Come on, son, let's go to Durgin Park and have one of their super steaks." - In a sense, the choice of restaurant said everything. - For the world-famous chophouse near the abattoirs of Boston had no booths or private corners. With its inverted snobbery, it placed bankers and busmen at the same long tables with red checkered cloths. A kind of forced democracy of the carnivorous. (Segal: 55: 56)

He is the chosen people that become varsity captain because his good performance on squash. Just after seven, the final partyers began to disperse, and the squash team, as prearranged, started strolling through the streets of Cambridge toward the Hasty Pudding Club. Thursday was steak night, the best buy in Cambridge for \$1. 75. As they trooped down Mount Auburn toward Holyoke Street, the knights of the Harvard Squash Varsity broke into a euphoric variant of the college's most popular fight song: With Gilbert in triumph flashing Mid the strains of victory Poor Eli's brains we are smashing into blue obscurity. They grew only slightly more sedate as they shuffled up the wooden steps of the clubhouse, at number 12, and mounted the stairs, past two centuries of theatrical posters, to the dining room where Newall had reserved a large table for the entire group. Naturally they put Jason at the head, which cheered him immensely, because his prominent position drew the attention of every other Pudding member's date. To these

ordinary mortals' discomfiture, their female guests kept smiling at the man of the hour. And he smiled disarmingly back at them. At about ten o'clock Jason, Andrew, and Dickie Newall were weaving their way back to Eliot House when something occurred to the captain-elect. Once again he felt lose in his victory day. Let us see the quotation below:

"Hey," he remarked, "I didn't see Anderson at dinner. Did he duck the party or something? "C'mon, Jason," Newall responded with liquid lightheartedness, "you know Tod's not a member of the Pudding. "How come?" asked Jason, surprised that such a popular athlete should not be in the eating society that took almost a third of all upperclassmen. "Haven't you noticed that Anderson's a Negro?" Newall chided. - - "So what?" said Jason. "Come on, Gilbert," Dickie continued, "the Pudding's not that liberal. I mean, we've still got to keep somebody out. "Thus, even on the night of such personal triumph, Jason Gilbert - was once again reminded that although all Harvard undergraduates are equal, some are more equal than others. (Segal: 85)

Jason Gilbert returned to Cambridge from a summer Marine Corps training. He headed over to see Elliot and Newall in their house. He shared all about his experience during follow the training. In his point of view the race/ethnic discrimination not only happen in Harvard but also spread out in all of America. Let us see the narrative below:

"I don't get it," Andrew said. "I mean, you guys were only being friendly, weren't you?"

"Of course, but naive Jason Gilbert hadn't clicked that off the base, the town of Quantico is segregated like before the Civil War. Can you believe this member of the U.S. military was not allowed to have an ice cream in that place with us? That's why he was so pissed off. He thought that we were mocking him."

"No shit," said Newall. "That's amazing in this day and age. Christ, Gilbert, - bet that made you happy that you're only Jewish."

Jason, staring at his teammate and supposed friend, deflected the unwitting insult like a skillful boxer. "Newall, I'll forgive that last remark because I know you're congenitally stupid." (Segal: 103)

4.2.4 Theodore Lambros

At sixteen, the tall and darkly handsome Theodore was promoted to full waiter hood, thus bringing him in closer contact with these academic luminaries (Harvardian). Ted felt a thrill when they merely said good evening to him. He wondered why. Just what was this Harvardian charisma he could sense even in the briefest motion of depositing a plate of Kleftiko? One apocalyptic evening, it at last became clear. - They had such uncanny confidence. Self-assurance emanated from these dignitaries like a halo-whether they were discussing metaphysics or the merits of a new instructor's wife. Being the son of an insecure immigrant, Ted especially admired- their ability to love themselves and treasure their own intellects. And it gave him a goal in life. He wanted to become one of them. Not just an undergraduate but an actual professor. And his father shared the dream. Socrates (Ted's father) was confident that Ted's letters of recommendation from the "gigantic personalities" who dined at The Marathon would have a magical effect. He and his father expectation come into being reality. But he must be game that no one among Harvard's scholarship given to him.

And in a way, they did. Ted Lambros was accepted-albeit without financial aid. This meant he was condemned to remain in his cell on Prescott

Street, unable to taste the joys of Harvard life beyond the classroom. For he would have to spend his evenings slaving at The Marathon to earn the six-hundred-dollar tuition. Still Ted was undaunted. Though he was only at the foothills of Olympus, at least he was there, ready to climb. For Ted believed in the American dream. That if you wanted something badly enough and devoted your heart and soul to it, you would ultimately succeed. (Segal: 10)

In the second years, yet, for certain members of The Class of '58, April 24 was just like any other day. Ted was so sad to conscious that he must finish three years latter without live at one of houses. His destiny as a commuter makes the expectation is impossible. Having garnered an A-minus and three B's at midterms, he had been reasonably confident of obtaining a scholarship-large enough, in fact, to permit him to live at the college. But to his chagrin, he had received a letter from the Financial Aid Office, which took great pleasure in informing him that he had been granted a stipend of eight hundred -dollars for next year. This would normally seem like cause for at least some modest rejoicing. But Harvard had just recently announced a rise in its basic tuition to precisely that amount. Ted felt frustrated as hell. Like a runner sprinting madly on a treadmill. We can see some quotation below:

Ted Lambros was one of those unhappy few. For, being a commuter, he had not applied to any house and hence was completely unaffected by the news conveyed to all those living in the Yard. He went to class as usual, spent the whole afternoon grinding in Lamont Library, - and at five headed for The Marathon. Still, he could not help being aware that the more privileged of his classmates were rejoicing at the prospect of spending the next three years along the river as members of a unique housing arrangement. (Segal: 43)

.....

He still did not really belong. Yet. (Segal: 43)

It was the usual Friday night at The Marathon. Every table was packed with chattering Harvard men and their dates. Socrates urged his staff to hurry along since there was a vast crowd of people standing outside waiting their turn. Up front near the cashier's desk there seemed to be some argument going on. Socrates called across -to his elder son in Greek, to go and help his sister. Ted hastened to the rescue. As he approached, he could hear Daphne protesting, "Look, I am terribly sorry but you must have misunderstood. The policy in their restaurant is never take reservations on the weekends. But the tall, supercilious preppie in the Chesterfield coat seemed quite adamant that he had booked a table for 8:00 P.M. and was not about to stand outside on Mass. Avenue with (in so many words) the hoi polloi. Daphne was relieved to see her brother arrive. Ted was so surprised because the preppie date is his friend (Sara Harrison) his admirer lady. The preppie persistent on his argument and said that he does not make such errors. He stated emphatically, and immediately turned back to Ted. He said that on yesterday evening he called and spoke to some woman. Her English wasn't very good so he was quite explicit. Daphne offered that must have been Mama (Ted's mother). Mama's English not very fluently and she always written in Greek on her reservations book. It's listed written for last night on Thursday, when they do accept reservations. So it's was out of date. But the preppie (Mr.

Davenport) persist on his obnoxious behavior and insult the mama's Ted. This action aimed at increasingly bitter dispute because Ted could not accept this stinging insult. Lökk at this dialogue below:

"Excuse me, sir," said Ted, reining in his temper as best he could. "I'm sure my mother is no less literate than yours. She just happens to prefer writing in her native tongue." (Segal: 51)

.....

"I beg your pardon, garçon," Alan responded. "I happen to be a third-year law student, and since I am in no way inebriated, you have no right to eject -me. If you try, I'll sue the pants off you." (Segal: 51)

Love relation between Sarah and Ted totally inseparable. Sara asks Ted to take her hand immediately. The matter that what Ted thought is his style to prepossess Sara's parents. One of the good ways that can they do is lend Andrew's clothes. Andrew has become a close friend for Ted after their met in the library. They were scouring Andrew's wardrobe for fashionable holiday regalia to help Ted make the best possible impression. Andrew leaned over and grabbed his friend by the shoulders. "Hey, hasn't three and a half years of Harvard taught you that it's not who you are, it's what you are?" let see the dialogue below:

"Look, Lambros, it doesn't really matter, Old Man Harrison's not gonna judge you by your clothes." (Segal: 105)

.....

"You mean your clothes." Ted smiled. And then asked nervously, "But what about her mother-or don't you think I have a chance -with her?" As a friend,

Andrew thought it best to free Ted from all illusions:

"No, Lambros, she'd probably like you at her daughter's wedding as a waiter, but definitely not as the groom. I mean, take all my clothes—even my damn club ties, if it'll make you feel any better. But I'm afraid you couldn't impress Daisy Harrison unless you had a crown on your head. And that I can't lend you." (Segal: 105)

Ted and Sara got married on June 14 1958. It was a simple affair for complex reasons. To begin with, Sara was Episcopal and Ted, of course, Greek Orthodox. Not that the Lambros family was making any sacramental demands, mind you. But Daisy Harrison seemed to have thought it best to have the ceremony on more or less neutral grounds: in Appleton Chapel, at the back of Mem. Church, under the aegis of the distinguished George Lyman Buttrick, Preacher to the University. This, as I interpreted Daisy's strategy, solved a multitude of problems while preserving at least a shimmer of class. Naturally she had always dreamed of marrying off her only daughter in Christ Church, Greenwich, that extraordinarily imposing sanctuary built to the glory of God—with considerable help from some local worshippers of Mammon. But two things had precluded this pomp and ceremony. For one, she was not all that eager to parade her in-laws before le tout Greenwich. For another, Sara said she would get married there only over her dead body (which would take some of the joy out of the occasion).

Thus, it boiled down to the intimacy—but an intimacy patina—of Harvard's chapel, the exquisite singing of the University Choir, and, perhaps most important, a short guest list, almost exclusively students. Andrew (was best

man) stood in a unique position, able to watch both participants and audience, and thus could note the more intense pockets of emotion. It came as no surprise that Mrs. Lambros did most of the crying. And of Sara's entire family, only one person had difficulty holding back the tears. Phil Harrison himself. While his wife (Mrs. Harrison) not sweep out at all. Andrew said that:

I guess I shouldn't have expected Sara's mother to be sentimental. And she wasn't. In fact, she sort of acted as if Ted's family were merely poor relatives one simply had to invite. I heard her remark to Mrs. Lambros, "I hope you appreciate that your son is marrying into one of the oldest families in America." (Segal: 115)

4.2.5 George Keller

George Keller (Gyuri) is a refugee from Hongaria. He run away from his country because war flare up against the Russian. George met with Miki, the first guy that teach English to George. Miki has change Gyuri's sure name become George Keller, something more familiar to the American ear. Miki explained that he was going to seek out the major American relief organizations. George had a thorough party education and his understands about Russian al-most as a mother tongue. Miki suggested to George to tell them that he want to use this knowledge in the struggle against world communism, and tell them that he want to go to university to help in this fight. Let see the dialogue below:

"Listen, Gyuri, if your name were Karoly Lukacs, wouldn't you change it to something more familiar to the American ear?" George agreed. And immediately applied the lesson to his own predicament. "But, Miki, what will they make of 'Gyuri Kolozsdi'?" -

"They will make a mess of it, my friend. An American needs an American name." (Segal: 77)

.....

"I was studying Soviet law. What good is that in America? "Aha-there you have it. You have had a thorough party education. You know Russian almost as a mother tongue. Tell them you want to use this knowledge in the struggle against world communism. Tell them you want to go to university to help in this fight." (Segal: 78)

Become a foreigner in America is unflattering something. He was accepted in The American Red Cross Committee but he treated not like as his wishes:

The American Red Cross committee seemed fairly impressed with George's academic background. But instead of receiving an air ticket, he was assigned to barracks on the outskirts of town. This wouldn't do. (Segal: 78)

George Keller is not to yield an inch man. By the grace of God, he met with someone who can help him to get the study. George had a trump card, one of the "key American phrases" Miki had taught him on their march from Eisenstaedt to Vienna. "Mr. Redding," he said with a slight quaver in his voice, "I want to be in America... for Christmas. It worked; George could see from the expression on Red-ding's face that he was moved by this lonely refugee's yearning. At seven-thirty the next morning, Albert Redding was in a state of shock. He muttered to George, waving a telegram in his left hand. The telegram comes from Zbigniew K. Brzezinski, Assistant Professor of

Government. The telegram sound like this" To the Field Director, American Red Cross, Vienna-Harvard University has set up a committee to seek out and subsidize one or two qualified refugee -students from Hungarian universities. We would appreciate complete details on any potential candidates. Please reply to me with fullest particulars. Signed, Zbigniew K. Brzezinski, Assistant Professor of Government. A personal report about George Keller was send immediately. The response from Brzezinski came within twenty-four hours. This young refugee was just the sort of candidate they were looking for. The rest was merely bureaucratic detail. Eight days afterward, George Keller boarded a bus for Munich, where he was placed on an aircraft; twenty-six hours later, he alighted at Newark Airport, USA. He was not at all tired by the long journey. It had allowed him time to memorize more of his newest acquisition, a book called Thirty Days to a More Powerful Vocabulary. Customs at the airport was perfunctory. It had to be. All George possessed were two books, three newspapers, and some clean underwear the Red Cross had given him. As he walked tentatively out of the Immigration area, a pale angular man with a crew cut held out his hand. "George Keller?" He nodded, still slightly unfamiliar with his new name. "I'm Professor Brzezinski. Welcome to America. We've arranged for you to sleep tonight at the New York Harvard Club. Andrew first met George Keller after lunch in Master Finley's office. Professor Brzezinski had just brought the young refugee over from South Station and made the introductions. He then gave

Andrew two hundred dollars and asked him to take George around the Square and fit him out with all the basic clothes he'd need. George, with a particular purpose and mean, George was fixed at Elliot House in company with Andrew Elliot by university official. Everyday his spent time with hard at work about English Grammar. He studied until in the midnight and wake up early every morning. Andrew, in fact no idea what time he goes to bed. He has the sneaking suspicion that the guy does not sleep at all. This matter, strongly makes Andrew be wonder. Look at the citation below:

This George Keller is driving me insane. Maybe it's the immigrant mentality. In fact, I'm working up a- theory that Americans are driven by ambition in direct proportion to how recently they've set foot on these shores. I mean, I once thought Lambros had a bullet up his ass. But he was born here. It was his father's generation that came over on the boat. But nothing, absolutely nothing, tops the frenzied drive of this Hungarian, barely two months in America. I mean, if he were a locomotive he'd explode, he's stoking his fire so hot. (Segal: 83)

No one among housemates in Elliot (exception of Andrew) gives their respect for George. Most of them so hated him so much:

"How is that dingbat?" Jason asked, while pouring out a Bud. "I bet he's out memorizing the Encyclopedia Britannica by now." "Don't laugh," cautioned Andrew. "Besides studying like a maniac for all his courses, he also reads every inch of The New York Times-including real estate and recipes-and writes down every word he doesn't know." "And that includes the Sunday edition," Newall added, "when the goddamn paper's practically as long as War and Peace." "Well," said Jason, "you gotta admire a guy like that." "I'll be happy to admire him," Newall retorted, "if only someone else would room with him. (Segal: 84-85)

By the spring of 1957 George Keller was as intellectually prepared as anyone in The Class to take courses in the normal language of instruction at Harvard College.

Not unexpectedly, he had chosen to major in government. For Brzezinski had explained how, with his fluent Russian and firsthand knowledge of Iron Curtain politics, he'd be indispensable in Washington. - Among the courses he selected for the spring was Government 180, Principles of International Politics, even though the name of the professor had evoked in him some of his original feelings of paranoia. For the instructor were one William Palmer Eliot-yet another (alleged) relative of his roommate, Andrew.

Still, it was a fateful choice. For Eliot's assistant was a chubby young instructor who spoke English with a foreign accent heavier than George's. His name was Henry Kissinger. And by some uncanny mutual telepathy they gravitated toward each other. Kissinger, a refugee like George, albeit from wartime Germany, had also been a Harvard undergraduate (and likewise anglicized his first name). He had acquired an uncanny grasp of politics-both in theory and practice. Dr. K. (as he was affectionately known) already directed something called the Harvard International Seminar. And was on the board of what was probably the world's most important political journal, Foreign Affairs.

George thought his own cleverness had gotten him Kissinger as section man, only to discover that the teacher had made all the necessary efforts to

win him for his discussion group. Neither man was disappointed. Among other things, Kissinger was impressed by George's command of the Russian language. But it was his own burning ambition to be number one at Harvard (and, by extension, in the world) that most made him want to enlist the young Hungarian for his -team. Kissinger gave the promise to George that if they can work together, they can get an American dreams as the top people in that country. But, for George the dream is something that so hard to realize:

"I would not even mind being President," George smiled, "but even you are ineligible for that. There, Henry, we must share similar disappointments. We are fated both of us never to reach the top." (Segal: 102)

After the summer's holiday, George returned to Eliot House for his senior year feeling as much or more American and Harvardian than his classmates. Since his need for study was so great, he had amicably separated from his preppe roommates and moved into a single. Consciously, he also wants met the social need. He wants to be the others which occupied among the Harvardian. So, it's no wonder if he want to play the tennis as solution (socially advantageous sport) for his social problem. In the one evening, he knocks on Jason house's door to break his mind:

"Could you teach me tennis, Gilbert? I'd be most appreciative." Jason looked somewhat baffled~ "Why tennis? And why me? "It's obvious," said George. "Last summer proved to me that it is the most-how shall I put it?-socially advantageous sport. And you, of course, are - the most skilled practitioner of it at Harvard." (Segal: 111)

Thursday, June 12 1958 is the university's 322d Commencement Ceremony. All of the students and their parents follow this ceremony solemnly. After that ceremony, most of the male graduate at commencement brought their parents in the house for lunch. But for George, this happy day is just same with the other days, full of loneliness and aloneness. One of many friends which persist caressingly to him is Andrew only. Humane, and have great solidarity:

George Keller had resigned himself to eating lunch alone on a courtyard step. Clearly, no one near and dear to him was that day present. Then Andrew Eliot approached him. "Hey, George," he said good-naturedly, "do me a favor, huh? Come on over to our table and talk to some of my stepsisters. I mean, I can't remember half their names but some of them are cute." (Segal: 114)

Later in the afternoon after the commencement ceremony, the separation was complete. They now divided into a thousand atoms, going off at varied speeds in differing directions. On his way, George become a Deputy Secretary of State, still work together with his former lecturer, Henry Kissinger at White house, Washington DC. When the 25 years later (the reunion of 1958 class), George back to Harvard to attend the reunion invitation. George Keller's lecture on foreign policy filled the amphitheater to overflowing. It was a masterful, pointilistic painting of the whole world's politics. Most of the class gives applaud until someone in the back shouted on the Vietnam War. The audience began to grow distinctly uncomfortable with this point. George cannot help the situation until the end of lecture. The chagrin was full of on his mind. Andrew tried to buck him up by telling him how brilliant his whole

lecture was. That didn't seem to comfort him. Andrew had wronged George because he is the people who invited George to attend the reunion. Until the reunion, George persist think that no one of the class 58 loves him. Let see the citation below:

In a curious way, I felt slightly responsible. Because I had lured him up to the reunion with the promise of adulation. And here he was going away with the dispiriting impression that "the people at Harvard still hate me." I tried to reassure him that the opposite was true. His classmates all looked up to him. I, for one, particularly admired him. (Segal: 304)

4.3 Erich Segal "The Class" presents the plot of the story in the form of well-united structures of the work that makes it interesting to go through

Through the Erich Segal novel "The Class", there is one of the unity of that story that is very interesting. Besides talking the class members' 58, it also displays some class levels represented by the main five characters. Andrew Elliot comes from the royal family class, whereas Daniel Rossi, Jason Gilbert, and Theodore Lambros come from the middle. While the last character, George comes from ordinary people of the society. Actually, the work has emphasized on Andrew's role because he is the one that talks much on things written in his diary (he is an observer of his friends' life). Harvard unites them as the members of class "58, although they are differently treated because their different social backgrounds. They have experienced such a striking campus life which they have never imagined, but

then following they have managed to be graduated in Harvard. They have independently mingled together despite they are clearly from different social backgrounds.

Andrew requires someone to listen to his problems that he is facing and it is Ted he chooses to share his existing and challenging problem. Both Andrew and Jason have similar hobbies in sport as members of campus athlete. Daniel Rossi is Andrew's best (closely-related) friend since Andrew who is never indifferent towards Daniel Rossi as other room-mates are. George needs Andrew for his presence in Harvard because he is a foreign student from Hungary and one of member refugee group in USA. Andrew belongs to a person who maintains friendship among them—George, Jason, Danny and Ted— and acts to mediate or settle any quarrels or rising problem among them. Andrew is a kind of person who appears in low-profile, is generous to others, and highly cares.

As it has been mentioned in the previous chapters, the writer has been trying to present the level of social backgrounds have significantly influenced particularly in the campus life of the five characters and generally in the life of common people throughout the country, USA. Different social backgrounds have brought out mutual friendship among them and have united them in a very solid group. The existing differences have mutually result a prosperous synergy for their advantages. All the characters in the work are carefully and

clearly presented in their respective roles and bring the work a well-organized and united as a distinguished work of Erich Segal.

CHAPTER V

CONCLUSION

"What do you do?" This familiar phrase pops up constantly in American culture. It's one of the first things people ask each other when they meet, and it allows us to assign people to familiar categories, to make assumptions about their identities, their status, even their attitudes. What we do creates patterns in our day to day lives as well as in our life histories. Our work may determine our economic condition as well as our social class status. And our class status may, in turn, determine the kind of work we end up doing, our background of family, our religion, our race, etc. In this novel the author demonstrated the kind of social classes in America (in Harvard University especially). There are royal Family Class (comes from noble family), Middle Class (comes from business family), and Common People (a refugee who has no anything).

Because a literary work is always influenced by its author experiences, therefore "The Class" cannot be separated with Erich Segal's own life experiences. We can see for example Segal is one of student in Harvard University which graduated in 1958. He created five characters as students '58 in Harvard University in his "The Class", one of the character (Jason Gilbert) has similarity with himself. Through the analysis of Erich

Segal's "The Class", we know that the discrimination could occur no matter where, nor subject the academic place like in Harvard University.

The main thing which Erich Segal wants to describe in his "The Class" is about the discrimination in America generally, and Harvard University particularly at about 1950 until the end of 1959 before racial flaming and social in 1960. Segal created the five characters vividly; each character has a different social class background that brings different way of treating for them in Harvard and their social surroundings.

4.3 Suggestion

Erich Segal "The Class" presents the plot of the story in the form of well-united structures of the work that make it interesting to go through. The problems which revealed in the novel are very complex, so other writers could be analyze one of another significant problem in this Erich Segal's work.

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Appendixes

I. Appendix 1

The autobiography of Erich Segal

Erich Wolf Segal (born June 16, 1937 in Brooklyn, New York) is an American author, screenwriter and educator. The son of a rabbi, Segal attended Midwood High School in Brooklyn and traveled to Switzerland to take summer courses. A brilliant student, he attended Harvard University, graduating as both the class poet and Latin salutatorian in 1958 after which he obtained his Master's degree and a Doctorate. He was a professor of comparative literature at Yale University and in 1967, from the story by Lee Minoff, he wrote the screenplay for The Beatles 1968 motion picture, Yellow Submarine. In the late 1960s, Erich Segal collaborated on other screenplays and also had written a romantic story by himself about two students attending Harvard University but failed to sell it. However, literary agent Lois Wallace at the William Morris Agency suggested he turn the script into a novel and the result was a literary and motion picture phenomenon called Love Story. A New York Times No. 1 bestseller, the book became the top selling work of fiction for all of 1970 in the United States and was translated into more than twenty languages worldwide. The motion picture of the same name was the number one box office attraction of 1971. Erich Segal went on to write more

novels and screenplays including the 1977 sequel to *Love Story*, called *Oliver's Story*. He has published a number of scholarly works as well as teaching at the university level. He has acted as a visiting professor for the University of Munich, Princeton University, and Dartmouth College. Segal has been married to Karen Marianne James since 1975; they have two daughters. His Famous Works:

- **Non-Theatrical Career**
- Professor of Classical Literature, Yale University, 1964-present.
- **Screenplays**
- *Yellow Submarine*, 1968; *The Games*, 1969; *Love Story*, 1970; *RPM**, 1971; *Oliver's Story*, 1978; *A Change of Seasons*, 1982; *Man, Woman and Child*, 1983.
- **Plays**
- *Odyssey* (book and lyrics), 1974.
- **Novels**
- *Love Story*, 1970, *Oliver's Story*, 1977, *Man, Woman and Child*, 1980, *The Class*, 1985.

II. Appendix 2

Synopsis

The Class follows the diverse fates of five members of Harvard's Class of 1958, they come from different family backgrounds. Recording the way their lives intertwine, life in Harvard with all of the vagaries that sometimes makes them feel sad, happy, lonely, strange, and different. They were coming to a dramatic conclusion at their class reunion, twenty-five years later.

Andrew Eliot comes from the Boston Brahmin Eliot family. Due to his background, he always feels the pressure of high expectations, and suffers from a lack of confidence as a result. He is the last Eliot of a great line to enter Harvard. His ancestors were all distinguished men, in war, in peace, in church, in science, and in education. He is otherwise laid-back and friendly, and a good friend to all his classmates. To experience life without privilege and to fulfill his military obligation, he serves in the navy as an ordinary swabbie. After his military service, he makes an ill-fated marriage to the daughter of one of his father's classmates and takes up a career in investment banking. Unfortunately, his wife is a serial adulteress and alcoholic and demands a divorce, leaving him estranged from his own son and daughter, with limited visitation after his wife places both in boarding school at the age of 9 and 6, denying him custodial rights and frustrating his attempts to give them a home life. He has an interest in his family's history during the American Revolution, which in turn leads to him following his conscience and helping organize the Moratorium Day protests on Wall Street.

Jason Gilbert, Jr., son of Jason Gilbert, Sr. *né* Jacob Grunewald, has the makings of a perfect son, of whom any parent would be proud. Despite this, there is one thing that troubles him: he is in constant conflict with his identity as a Jew, despite his parents' assimilation and conversion to Unitarianism. He experiences prejudice at several points, when denied admission to Yale and

when denied invitation to the punches of Harvard's final clubs. He also notes more pervasive racism, when a popular black athlete is denied entrance to the Hasty Pudding Club, and when a drill instructor punishes him during his service in the Marines when he inadvertently invites him to a segregated restaurant off-base, which the drill instructor interpreted as taunting. Over the course of the book, he overcomes this, due to the loss of his Dutch Christian fiancée, a paediatrician who is killed while attending a sick kibbutz child during a visit to Israel. The incident leads him to immigrate to Israel and become a *kibbutz* himself and join the Israel paratroopers, in exploring the Jewish identity that had been denied to him throughout his life by his family's assimilation while being externally imposed on him. He is shown as participating in the Six Days' War and the Yom Kippur War, and dies during the rescue of Jewish hostages from Uganda.

Theodore Lambros was born to a working class Greek family, and was admitted to Harvard with no scholarship after graduating from Cambridge Latin School, and thus must work as a waiter to support himself throughout his schooling, and does not have the wherewithal to live on campus. During the course of the book, this fact makes it difficult for him to truly "belong" to his class. All the same, he endures and eventually achieves his ambition of securing a professorship in the classics at Harvard. Tragically, he has no one

to share it with, after committing adultery while on sabbatical at Christ Church, and his subsequent divorce from his college sweetheart.

Daniel Rossi is a talented pianist. His father disowns him due to his choice of Harvard in light of President Pusey's refusal to cooperate with the McCarthy hearings, particularly after the death of his older son in the Korean War. Daniel chooses Harvard on the advice of his mentor in music, Gustav Landau, who likens the McCarthy persecutions to those of the Third Reich which he himself fled. Daniel eventually wins his father's approval due to his success and fame as a pianist, composer of a Broadway musical and conductor of two orchestras, but finds this acceptance meaningless after years of estrangement. However, to maintain this extremely hectic way of life, he becomes alienated from his wife, and a serial adulterer addicted to stimulants and phenothiazine. The drug addiction becomes his downfall and causes severe motor dysfunction that ends his musical career, but redeems him through allowing him to reconcile with his wife and daughters.

George Keller, *ne* Gyuri Kolozsdi, enters the United States as a Hungarian refugee following the student uprising in 1956, and is granted a place in the Harvard Class of 1958. He rushes to assimilate as quickly as possible and becomes fluent in English in seven months. He remains highly paranoid and deeply regrets his abandonment of his fiancée, a Budapest pharmacy

student, in the rush to flee Hungary. His determination and fierce loyalty to his country of refuge eventually result in a position in the White House, as a protégé of Henry Kissinger. His personal detachment and unresolved emotions leave him unable to form any meaningful relationship with his wife or to consider becoming a father, and they eventually divorce. After a lengthy speech at his 25th class reunion, where he is confronted with the human toll of his policy implementation in the Vietnam War, he commits suicide, asking Andrew Eliot, as his executor, that his money be sent back to his family in Hungary.

III. Appendix 3

Racial Discrimination in America During the 1920's

The motto of the United States of America is "E Pluribus Unum" meaning 'Out of one, many'. It neatly recognizes that although America may be a single nation, it is also one originally made up of immigrants who arrived not only from Europe and Asia, but forcibly as slaves from Africa and of Native Americans. Its population is the most racially and culturally diverse in the world and for that reason is often referred to as a "Melting Pot". During the 1920's, racial tensions in American society reached boiling point. New non-protestant immigrants like Jews and Catholics had been arrived in their masses from south-east Europe since early on in the century. Together with Orientals, Mexicans and the Black population these minorities suffered

the most at the hands of those concerned with preserving the long established White Anglo-Saxon Protestant (W.A.S.P.) values that were an integral part of American life. Prejudice and racism reared its ugly head in many areas of society, with people showing a tolerance for racist views in the media, literature and towards organizations like the Ku Klux Klan. Also the language, living and working conditions and Government legislation that ethnic minorities were subjected to is further evidence that the twenties was an openly discriminatory decade. It was also during this period of grave hostility directed at ethnic groups that America's 'open door' attitude of "Give me your tired, your poor" towards immigration, officially became a part of history. In the 1920's Anti-Immigration Organizations that had been founded in the latter parts of the first decade of the twentieth century began to receive much larger and an increasingly influential following. The Immigration Restriction League was one such group, it claimed to have 'scientific' evidence that the new immigrants from Southeast Europe were racially inferior and therefore posed to threaten the supremacy of the USA. They believed strongly in WASP values and certainly did not wish to see them become polluted by other religions from minorities like Catholics and Jews. This Social-Darwinist belief was not just popular with the masses, but its appeal spread to people of considerable eminence. For example the principals of important American universities like Harvard, Stanford and Chicago were numbered among the Leagues supporters. Another similar

organization looking to conserve the American way of life was the American Protective Association. A leading member, William J.H. Tranyor spoke for their cause when arguing against giving the vote to "every ignorant Ago and Pole, Hun and Slav" and all other "criminal riffraff of Europe" that arrive on Americas shores. During the 1920's the growth and continually support of anti-immigration fraternities from the American people serves to highlight the increasing resentment and concern over foreign influences. The influential author Madison Grant, whose book "The Passing of a Great Race" became a best seller in its time, echoes such sentiments. Grant, another Social-Darwinist, called for absolute racial segregation, immigration restrictions and even forced sterilization of "worthless race types". In his book he described ethnic minorities as "human flotsam" and that the "whole tone of American life, social, moral and political has been lowered and vulgarized by them". Madison Grant, together with authors that shared a similar perspective on ethnic groups, influenced many people in America, the fact that this type of literature was popular shows this. The language that native-born Americans adopted to describe those of ethnic minorities can be used as an indicator of their dislike of them. To begin with nicknames for minorities were only mildly abusive, but as time went on the terms became uglier. For example the term used to describe a person of Latin background was "Spic", said to originate from the expression "No Spic Inglis". Also Italians had a number of names, 'Dago', Guinea, and 'Greaser'. Other nicknames for minorities that became

popular in the twenties were kike, Chink, Polack, Hun and numerous others. Black people around this time were still being referred to as either Negroes or more commonly Niggers. Although these colloquial terms are fairly mild compared with those used today, their sheer presence in American vocabulary at the time tells us that people were becoming much more intolerant of the ethnic minorities they encountered.