

The lost generation phenomena
in the early 20th century as
seen through
f. scott fitzgerald's
this side of paradise



Minor Thesis
Submitted as Partial Fulfillment of Requirements
For the Sarjana Sastra Degree in the English Department

By.
Asih Savitri Handayani
C.1399006

Faculty of Letters & Fine Arts
Sebelas Maret University of Surakarta
2004

Approved to examine before The Board of Examiners.

- Faculty of Letters & Fine Arts
- Sebelas Maret University

Thesis Supervisors:

1. Drs. Hendarto Rahardjo, M.A. (_____)
NIP. 130 786 656

2. Dra. Tri Retno Pudyastuti, M.Hum (_____)
NIP. 131 472 639

Accepted and Approved by The Board of Examiners

- Faculty of Letters And Fine Arts

- Sebelas Maret University

On, January 21, 2004
Board of Examiners

1. Dra. Nani Sukarni, MS ()
(Chairman) NIP. 130 902 534
2. Dra. Endang Sri Astuti, MS ()
(Secretary) NIP. 130 902 533
3. Drs. Hendarto Rahardjo, MA ()
(Main Examiner) NIP. 130 786 656
4. Dra. Tri Retno Pudyastuti, M.Hum ()
(Second Examiner) NIP: 131 472 639

Dean, Faculty of Letters and Fine Arts

Sebelas Maret University

(Dr. Maryono Dwirahardjo, S.U)
NIP. 130 675 167

Motto

Where there's a will, there's a way

The Journey of a thousand miles begin
with one step.

Confucius (Chinese philosopher & teacher, 551? – 479? BC)

Dedicated to:

- My Lectures in Faculty of Letters & Fine Arts

- My Friends in Faculty of Letters & Fine Arts

ACKNOWLEDGEMENT

First of all, I would like to thank to Allah SWT who always give me guidance in my life. Whatever I have done I am sure that it will be the best for me.

In this research, I found any difficulties and barrier. It is due to assistance and guidance of the individuals, eventually this thesis could be accomplished. It has been appropriate, with all my heart. I express my gratitude to:

1. **Dr. Maryono Dwirahardjo, S.U**, the Dean of Faculty and Fine Arts for approving this research.

2. **Drs. Riyadi Santoso, M.Ed**, the Head of English Department who gave me a big support.

3. **Drs.Hendarto Rahardjo, MA** as the first supervisor who gave me a big support and understanding also advises to finish this thesis.
4. **Dra. Tri Retno Pudyastuti, M.Hum**, as the second supervisor who gave me support and guidance.
5. Lecturers in Letters Faculty, especially in the English Department who educated and gave me the knowledge during my study.
6. My beloved **Papa Wahjudi** and **Mama Herini**, you are the most extraordinary parents who gave me more valuable support and advised, contribution and assistance.
7. My beloved **brothers** and **sisters**: Mas Yudhi and Mbak Iend with a cute Sendy, Ook and Dhay (you always give me many excellent support and contribution), and also Nunk, Atmo and Ook-Yoppie (you give me a motivation in life).
8. Mas Wiwid, (thank you so much for your advice, support and lessons of life).
9. **'Latansa Club'**, Muti (for sharing your world), Astri and Ulfa (for a 'new game' in Cakra), Dyah, Krima (for your books. It's so meaningful.), Mb Ida, Mb Henny, Mb Ani, Mb Nestri, Puput, and Ina (keep swimming, friends), Reni, and Mia.
10. Thank You to all my **friends in English Department**: Tri and Printa (Good Luck to You, Girls!), 'Kere Gembel': Aris, Arif, Hisyam, Hari.P, Sriyono and Lia (Two thumbs for you!), 'Kere Sersan': Linda, Tina, Misna, Ian, Indri, Yudi-Rony, Yudi-Miko, 'Kere Susan': Adi, Bayu, Budi, Leli and Dian (Thank you for your friendship), Sumini (the last doesn't mean the least.), Adi-Ohok (Future must be better), Ike, Sony.

11. Thank you to my everlasting friends: P. Nuri, Poppy, Agus-Pak D, Wawan, 6Che, Okto, ms.Dyah, Jimmy, Rio, ‘Nugroho 1 Club’, ‘Bonafide Club’.
12. And all my friends who gave me ‘precious stuff’. Naff, Peter Pan, and Richard Clayderman who companied me anytime.

Table of Contents

Cover	i
Approval of the Supervisors	ii
Approval of the Board of Examiners	iii
Motto	iv
... ..	v
Dedication	v
Acknowledgement	vi
Table of Contents	viii
Abstract	1
1. Introduction	1
1.1. Background of Study	1
1.2. Problem Statement	6
1.3. Scope of Limitation	6
1.4. Research Methodology	6
1.5. Theory and Approach	7
1.6. Reference Review	10

1.6.1. ‘Lost Generation’ in the Early 20 th Century	10
1.6.2. Society’s Condition in Religion in the Early 20 th Century	11
1.6.3. Society’s Condition of Education in the Early 20 th Century	13
1.6.4. Sociology	14
2. Analysis	15
2.1. The Lost of Their Religion senses	16
2.2. The Lost of Their Social Norms	23
2.3. The Lost Generation in Education	30
3. Conclusion	34

Bibliography

Abstract

*This research is about “**The Lost Generation Phenomena In The Early 20th Century As Seen Through F. Scott Fitzgerald’s This Side of Paradise” and the researcher will focus on finding how far the ‘Lost Generation’ phenomena can be seen through the situation of American young generation in the early of 20th century. This research will focus on the case of religion, social norm, and education in the social and cultural condition. Since this thesis carries out American Study, thus it will use more than one theories and approaches because it discusses more than one issue, namely the structural theory and sociological approach. The structural theory contributes in understanding the novel by analyzing the intrinsic elements of the novel. The sociological approach helps the researcher to understand the human relations in the American conditions in the early 20th century and discusses the interactions among the characters of the novel.***

Using those methods, the researcher explains the parts in the novel which were included in the lost of religion, lost of norm and lost of education. The lost of religion’s behavior are enjoying life too much, smoking, drinking too much. The lost of social norm’s behavior are having a

date, kissing. The lost of education's behavior are quitting from the study and cutting the class.

As the result of the analysis, the researcher concludes that some of young generations in the novel have left their puritan mind which explain about the religion, norm and education. They became lost because they had forgotten the forefather's inheritance. This phenomena is found in the young generation, so they are called as the 'Lost Generation' by their society.

1. Introduction

1.1. Background of study

In the early of 20th century, Theodore Roosevelt was the American President. He assumed the presidency after the former president, McKinley, was assassinated. In *An Outline of American History*, it coincided with a new epoch in American political life. Further it said, ' the frontier was disappearing. A small, former struggling republic had become a world power. The country's political foundations had endured the vicissitudes of foreign and civil war, the tides of prosperity, and depression'. (____, n.d. 211). So, the situation showed that America in the early 20th century was prosperous. Americans exploited a lot of natural reserves to fulfill their needs. They were so easy to have money for their needs by producing and selling the sources. As the result, their lives had changed. They became materialistic, they would not work so hard anymore to get money. On the other hand, they easily wasted their money in satisfying themselves.

The era was called the era of hedonism, when they left the Puritan ethics. Used to be obsessed by Puritan Thoughts, then they left their religion and norm. So, they were then called as the 'Lost Generation'.

Some of writers in the early 1920's adapted the 'Lost Generation' theme as the topic of their work. The writers produced their works to express the situation at the time. They protested the social condition through their works. Then their works impacted the readers in action. They were called as 'Lost Generation' writers. They are Eugene O'Neill, Edna St. Vincent Millay, F. Scott Fitzgerald, William Faulkner, Sinclair Lewis, Stephen Vincent Benet, Hart Crane, Thomas Wolfe, Ernest Hemingway. (Horton, n.d: 322). They revolted against the genteel and Christian tradition through literature. Yet, writers did not only create, but they also reflected the intellectual and spiritual standards and voice of confusion and doubts of their time.

Having this situation as the background, the researcher is interested in analyzing the 'Lost Generation' in the youth. The youth is the age when they get much knowledge and must apply it among reality and society. The youth has a power to influence society reasonably, and the non-intellectuals are as the imitator of the youth's act as stated by Horton on p.319.

There are some writers who were included the 'Lost Generation', as mentioned before. From those names, the researcher tends to choose F. Scott Fitzgerald's work, especially his novel, because he could express the idea of his social condition. *This Side of Paradise*, his first novel, will become as the main source, because it told about the youth's behavior in the early 1920's.

The researcher will explain the synopsis of the novel to make the analysis easier. *This Side of Paradise* told about the main character, Amory Blaine. He was a student who was intent in study because of her mother's influence. His mother very

supported him in study. She agreed when Amory asked for her permission to go away for study. And she had arranged all the things for his study. Yet she could not let him go away without giving him guidance, so she asked him to pay a visit to her friend, Darcy Thayer, who joined Catholic Church. She wanted Amory could talk to him after he was accepted at his school. His mother had prepared Amory for keeping him in the proper line.

Amory's life was filled with many experiences of love and life for philosophy. From the first time, Amory was interested in literature, and in this novel tells how he maintained his own philosophy and thought against the environments in university or society. He learnt much about life from his prep-school in St. Regis's and Princeton. In Princeton he had a friend who had the same idea of poetry, Tom D'Invilliers. He often discussed the poetry's book with him. Other friends of Amory were Burne and Kerry Holiday, Alec Connage, Jesse Ferrenby, Fred Sloane, and Dick Humbird whom Amory had a 'new' experience with. The girls who filled his love were Myra, Isabelle, Rosalind, Clara and Eleanor. Among those girls, Amory loved Rosalind best. He felt that they loved each other, but then he could not reach Rosalind because he was poor. He was only a student and a writer, on the contrary Rosalind's mother wanted a money maker as her daughter's fiancée. Amory tried to explain that he could be as a money maker through his books or his works as a writer, but her mother did not care and did not like him. Finally he broke off with Rosalind. This situation almost made Amory desperate in all the things, until he met Eleanor who gave him new perception of life.

All the characters in *This Side of Paradise* represent the young generations' experience. Kerry and Burne Holiday, Alec Connage, Jesse Ferrenby, Fred Sloane, Dick Humbird, Myra, Isabelle, Clara, Elenoar, and Rosslind represented as the youth of 'Lost Generation'. The researcher will explain further about Amory as the main character and his friends in the analysis.

Young Generation is the part of American history in 1920's. They hoped for many changes in life because of feeling unsatisfied of the distressed in political, economical, and religion situation. So, they wanted to make compensation of this situation by expressing their own way to release the dissatisfaction, although most of their parents had given the basic morality.

Likewise the author of *This Side of Paradise*, F. Scott Fitzgerald, was included in the 'rebel' young generation. He had his own way to express his idea about his social condition. His idea of his novel was influenced by his thought of knowledge and literary. In his first novel, *This Side of Paradise*, he put some description of the American youth. He put Amory Blaine as a main character who will be as the relation to the 'lost' friends and 'good' friends. In his first novel *This Side of Paradise* he put many literary thought as represented in the main character, Amory Blaine. He thought that knowledge is so important in carrying out of life.

And the researcher can see the phenomena from F. Scott Fitzgerald 's novel *This Side of Paradise*. The main character, Amory Blaine, tried to maintain his idea about hard working through education. He also could be as 'money maker' as the girl's parents asked. They thought that 'the money maker' or 'the successful man' was not from the educated way, but it was reached because of having business links.

It is opposite to Amory's idea. The American conditions in the early 1920's could be said as the materialism mind that most of the society was obsessed with materialism or wealth. The materialism was not only in money minded, but they became having an opportunity in education. They could go at any college they wanted. For this research is about the young generation, so it was not far from education for the youth. They had many opportunities to get knowledge. The deeper was their knowledge, the more intellectual their thought. It also could change the way of their thinking. So in the materialism era, they used their intellectual thoughts to have a fun and joy, as Amory and his friends did in *This Side of Paradise*.

Concerning this situation of young generation in the early 20th century as explained above, the researcher will find that there was 'Lost Generation' theme in the early 20th century in *This Side of Paradise*. To analyze the novel, the researcher chooses structural, historical and sociological approaches.

1.2. Problem Statement

There will be some problems that can be explored during twenties, but the researcher will only discuss in a problem statement. That is : **How far can the Lost Generation phenomena be seen through the situation of American young generation in the early 20th century as it is exposed by Fitzgerald's *This Side of Paradise*?**

1.3. Scope of Limitation.

Researcher will reveal up young generation in *This Side of Paradise*, but it will not close the possibility in discussing the social culture of the youth phenomena.

1.4. Research Methodology

This research carries out American Studies. It focuses on American society and history. The major purpose of the research is to see and to understand American society and culture, especially on knowing the American young generation experiences in the early of 20th century as reflected in Novel *This Side of Paradise*. The research mainly focuses and analyzes on the lost of religion, social conditions and education which happened in the early of 20th century.

For collecting data, the researcher will use a *library method*. The parts of library methods are source of data, main data and supporting data. The source data is the Fitzgerald's novel, *This Side of Paradise*. The main data is from the books on sociology of literature and the history of American history, especially in the early of 20th century. The supporting data is included in all books which support the analysis, such as the biography of Fitzgerald, the explanation of America Studies, etc.

1.5. Theory and Approach

According to Robert. E. Spiller in his book *American Personality and The Creative Arts*, he had the opinion that in analyzing the certain issues in American Studies we need interdisciplinary studies. He said, "..... That task is the understanding of the culture of the United States, and there is no one research method competent to accomplish it alone." (Spiller, 1981: 15).

Based on his statements, the researcher will also use an interdisciplinary study for this analysis. American Study often shows some complex American characters, so it needs some ways to understand them. It is suitable with this thesis which will analyze the problem from some ways. As the source of data is literature

data, so the approach is related to the literature approach. The literature approach explains about the structuralism. It explains further about a sociological approach.

So, it means that the researcher will use (1). structural approach, which gives a distribution to the intrinsic factor of *This Side of Paradise* as the main source, (2). historical approach, which will provide the explanation of American condition in the early 20th century as the background of the novel, and (3). sociological approach, which will explain interpersonal relations.

Structural approach is usually applied to analyze the elements of the work in order to see the unity of the work, especially intrinsic ones. These elements are characters, plot, setting of time and place, and point of view the novel, but the researcher will only focus the characters and setting of time and place to analyze. And the plot of story will contribute in understanding the novel in the process of reading. And the historical approach will relate the American condition to American phenomena from *This Side of Paradise*. As the theme of this research is about 'The Lost Generation', so the researcher will present some ideas that refer to this term. The sociology is the knowledge of having some purposes to get the society facts, which is used to solve the society problems as stated by Soekanto in his book. As the main source of data is a novel, the researcher will use the sociology of literature.

As information which related to the topic of the research, the 'Lost Generation', the researcher gives some of explanation the philosophy of 'Lost Generation' from Malcolm in his book *Exile's Return*. He had an opinion about 'Lost Generation'. It is:

The idea of salvation by the child [ren]: each of us at birth has special potentialities which are slowly crushed and destroyed by a standardized society and mechanical methods of teaching. If a new educational system can be introduced, one by which children are encouraged to develop their own personalities, to blossom freely like flowers, then the world would be saved by this new, free generation. It means that education, and environment can influence the characters. For example, a child who lives in the hostility environment, he will learn to fight. (Quoted from Dorothy Law Nolte: **Children Learn What They Live**).

The idea of self-expression: each man's, each woman's purpose in life is to express himself, to realize his full individuality through creative work and beautiful living in beautiful surroundings. In the researcher opinion, drunk, and free life can include in this situation.

The idea of paganism: the body is a temple in which there is nothing unclean, a shrine to be adored for the ritual of love. It means ones who love the live by adoring enjoyment, and love ones selves.

The idea of living for the moment: it is stupid to pile up treasures that we can enjoy only in old age, when we have lost the capacity for enjoyment. Better to seize the moment as it comes, to dwell in it intensely, even at the cost of future suffering. Better to live extravagantly, gather June rosebuds, "burn my candle at both ends... It gives a lovely light". In the researcher mind that they believe living is for now, at this time. So, they can do what they want to do, such as like having a party, and free sex. They don't think of their future.

The idea of liberty: Every law, convention or rule of art that prevents self-expression or the full enjoyment of the moment should be shattered and abolished. Puritanism is the great enemy. The crusade against Puritanism is the only crusade with which free individuals are justified in allying themselves. They don't want to be bound of the norm, law and tradition.

The idea of female equality: women should be the economic and moral equals of men. They should have the same pay, the same working conditions, and the same opportunity for drinking, smoking, taking or dismissing lovers. It means that female ask for their role in the world.

The idea of psychological adjustment: we are unhappy because we are maladjusted, and maladjusted because we are repressed. If our individual repressions can be removed - by confessing them to a Freudian psychologist - then we can adjust ourselves to any situation, and be happy with it..... According to Nicholas.S DiCaprio in his book **Personality Theories: Guides to living**, who explains the Freud's theory, the repression can appear in the unconscious condition, but the repression is caused of the conscious thought.

The idea of changing place: "They do things better in Europe." England and Germany have the wisdom of old cultures; the Latin peoples have admirably preserved their pagan heritage. By expatriating himself, by living in Paris, Capri or the south of France, the artist can break the puritan shackles, drink, live freely and be wholly creative. (<http://colinl.home.mindspring.com/cowley.htm>). They think that they can do freely at other countries.

From Malcom's explanation about 'Lost Generation', the researcher concludes that the 'Lost Generation' could happen in any time, and especially in this analysis, the researcher will focus in the early of 20th century.

1.6. Reference Review.

1.6.1. 'Lost Generation' in the early 20th century.

In response to the excesses of 19th century capitalism and political corruption, a reform movement arose called 'progressivism', which gave American politics and thought its special character from approximately 1890 until the American entry into World War I in 1917. The Progressives saw their work as a democratic crusade against the abuses of urban political bosses and corrupt robber barons. Their goals were better democracy and social justice, honest government, more effective regulation of business and a revived commitment to public service. In general, they believed that expanding the scope of government would ensure the progress of United State society and the welfare of its citizens. Almost all the notable figures of the period, whether in politics, philosophy, scholarship or literature, were connected, at least in part, with the reform movement.

And the youth condition of the early of 20th followed the situation at the time. In the early of 20th century explained as the materialism era, when most of people at the time focused on material only. They thought that they did not need work hard to reach the goal. They thought for today, as the result, the youth at the time made their own way to have a fun, like kissing with the girl/boy they love, drinking at the party.

1.6.2. Society's condition in religion in the early of 20th century.

The distressed situation in religion also influenced American life in the early 1920's. It could be said as the clash of cultures. Some Americans expressed their discontent with the character of modern life, as an increasingly urban, secular society came into conflict with older rural traditions. The dramatic demonstration of this yearning was the fundamentalist crusade which pitted biblical interpretation against the Darwinian science of biological evolution. The issue came to a climax in 1925 in Tennessee, when the American Civil Liberties Union challenged the nation's first anti-evolution law.

Another example of a fundamental clash of cultures – but one with far greater national consequences – was Prohibition. In 1919, after almost a century of agitation, the 18th Amendment to the Constitution was enacted, prohibiting the manufacture, sale or transportation of alcoholic beverages. Prohibition, although intended to eliminate the saloon and the drunkard from American society, served to create thousands of illegal drinking places called 'speakeasies', and a new and increasingly profitable form of criminal activity – the transportation of liquor, known as 'bootlegging'. Prohibition, sometimes referred to as the 'noble experiment', was repealed in 1933. (*An Outline of American History*: 252).

The common thread linking such disparate phenomenon as the resurgence of fundamentalist religion and Prohibition was a reaction to the social and intellectual revolution of the time – variously referred to as the Jazz Age, the era of excess, the Roaring '20s. Many people were shocked by the changes in the manners, morals and fashion of American youth, especially on college campuses. Among many intellectuals, H.L. Mencken, a journalist and critic who was unsparing in

denouncing sham and venality in American life, became a hero. Author F. Scott Fitzgerald captured the energy, turmoil and disillusion of the decade in his short stories and novels.

Fitzgerald was part of a small but influential movement of writers and intellectuals dubbed the 'Lost Generation', who were shocked by the carnage of World War I and dissatisfied with what they perceived to be the materialism and spiritual emptiness of life in the United States. Many of them – such as their most celebrated member, writer Ernest Hemingway – traveled to Europe and lived as émigrés in Paris. (*An Outline of American History*: 253).

The clash above is related to the Puritan Mind in America. Although Puritanism emerged in the 16th and early 17th century, but its doctrine still adhered to American society.

1.6.3. Society's condition of Education in the early 20th century.

Americans have educated themselves and we can witness those important politicians, philosophers or scientists who have contributed much their knowledge to American progress, for instance, Benjamin Franklin's thoughtful of the Puritan virtues, George Washington who regretted that youth had to study in foreign countries, established a national university for their facility to develop their fortune and talents, Thomas Jefferson who realized the role of education in governmental, became a wise legislator, far from the thoughts of tyrannical government. (Gordon, 1984: 395).

Irving L. Gordon explained that the partial of the education was based on the class of the society. For the wealth family, they could study at private school with a

lot of facilities, and for the lower class they could study at the free school or church school without much of facilities and the students only learnt about the religion and some of them were taught by their parents.

In the early 20th century there was the new epoch of American political life, when the tide of prosperity came out. It also had an impact to the American education. Free public education had been largely realized and a free press maintained.

1.6.4. Sociology.

In this thesis, the researcher is using Sociology methods, as she is interested in Goldmann's view about sociology of literature. He says, "*The novel form seems to me, in effect, to be the transposition on the literary plane of everyday life in the individualistic society created by market production. There is a rigorous homology between the literary form of the novel,, and the everyday relation between man and commodities in general, and by extension between men and other men, in a market society.*" (Goldmann, 1964: 7)

Based on Goldmann's idea about sociology this thesis will analyze about the interaction among characters in the novel as the intrinsic element, which happened in the American history especially for the American youth in the early 20th century. Then the researcher collects some facts in Fitzgerald's novel *This Side of Paradise* as the subject of analysis.

There are some sociologists who explain about the sociology method in literature. Laurensen analyzes the social background of writer. Escarpit analyzes the production and distribution of literature works. Radin and Leach analyze literature

in primitive society. Albrecht analyzes the relationship between the norms which are expressed in the work and those ones in the real society. Wolff analyzes the historical data to find the meaning literature works.

Goldmann, further explains about the literature works. First, he says a literature work is an expression of human thought imaginarily, second, in the way of expressing the human thought, the writers create characters, objects and relations as imaginarily, too (Faruk, 1999: 17). And the main focus of Goldmann's idea is the relation among characters and relation between character and object. So, it is the reason of choosing Goldmann's idea in the method of sociology in literature. The research will analyze the relation among the characters in the novel *This Side of Paradise*, relate them and see their relation with the American history.

Literature is the meaning structure concept related to the human efforts in solving their problems in the real life. Connected with its meaning, Goldmann uses the dialect method, it is the whole-part' method. In order to understand the literature meaning, one character can be clearer if he is put and seen in the proper perspective in the story.

The understanding of Goldmann's sociology method in literature will help the researcher to see the plot, theme, point of view, and characters in the novel more clearly. So, it is helpful to understanding more the story.

2. Analysis.

To find out the answer of the problems, this part of analysis will use sociology approach by focusing on the human interaction as Goldmann's theory said as the researcher has mentioned before on introduction in 1.6.4. Sociology.

So far doing research on *This Side of Paradise*, the researcher finds things such as lost of religion, lost of education and lost of norms which vividly color the tune of the novel. The behavior that is included in lost of religion is materialism, having party, enjoyment, and doing free sex. The behavior that violated the social norms are a date, smoking and kissing. The categories of neglecting education are playing truant and quitting the study. All of the elements above will be viewed sociologically as parts of 'Lost Generation'.

2. 1. The lost of their religion senses.

The religion in America is formerly related to Puritan Mind. Puritanism is a strict lesson to human. It explains the prohibiting the tolerance to the drinking too much as the expression of the joy life, and the belief in God that there are only some chosen people, and others are said as having belonged to the sinners. As the effect of Puritan Mind in America, they won't touch the drinking, which will make them drunk, and they will try hard to get the God's blessing as it makes Americans become hard-workers.

Some of the philosophy of 'Lost Generation' from Malcolm explained the facts of the youth in the early 20th century. The researcher analyzes the novel *This Side of Paradise*, to find the facts that 'Lost Generation' really happened to the youth at the time. The characters of the novel will represent parts of the youth, which is said as the 'Lost Generation'.

The researcher has explained some meanings of 'Lost' in the introduction. In this analysis, the researcher only takes 3 examples of the 'Lost'. They are 'Lost' in the religion senses, in norm senses and education senses. First, it explains the religion senses. The youth who is said as 'Lost' in religion are ones who are too materialistic, uncontrolled enjoyment or party, free-sex and drinking too much.

Fred Sloane, one of Amory's friends likes drinking too much. Someday, he asked Amory and Fred's friends – Axia Marlowe and Phoebe Column- to go to Café in New York by taxi cab from Princeton. (Fitzgerald, 1996: 106). Amory did not know Axia and Phoebe before, then Fred introduced them to Amory. Phoebe was Fred's girlfriend, they both sat together in the different place, so Amory companied Axia in another table.

At one o'clock in the morning, they moved to different Café. Fred had drunk much, but not for Amory. Amory felt uncomfortable at the place. Everything seemed so strange for him until he suddenly looked at a weird man who was watching him intently. The man was wearing an old fashioned (Amory predicted, it was around the 14th century) knowing from his shoes shape which were pointed at the top. No one could see the man, except Amory did. It made Amory nervous. The man always watched them whenever they went. After they had party at the Café, Fred asked his friends to continue their party at Phoebe's apartment. Fred thought that Amory was not comfortable at Café, so it was a good idea for them to move at Phoebe's apartment. On the other hand, it was still the same situation for Amory. The man still kept watching them, although they had moved. Axia and Phoebe were anxious of Amory, but Fred was not. Fred was upset of Amory's attitude at that

night. He thought that Amory was drunk, but he knew that Amory did not touch the drink. Finally, although they had not finished their party yet, Fred and Amory went back to their hotel.

This situation still was not comfortable for Amory. In the way of their hotel, Amory still saw the man who kept watching him. It happened until in the morning. Amory decided to go back alone to Princeton by train. Fred did not come with him because he went to New York to enjoy their summer holiday. In this condition, Amory did not drink the alcoholic beverage with them although he joined at the party and also at the Café. Fred, Axia, and Phoebe could not see the weird man, so they still could enjoy the party. Amory felt that there was 'one' who was watching him whenever he broke the rules or religion. 'One' who did not like if Amory drunk much, or went to party for enjoying a life.

Other friend of Amory, **Alec Connage**, likes drinking and enjoying the free life. As mention in the novel, Alec asked Amory and Alec's friends –Ms. Waterson and Wayne, and Mr. Tully- to stay one night at the hotel in New York. Alec had plans to have a party in the hotel's room and to stay a night with his girlfriend. Amory did not want to join them at first, but Alex insisted him. Alex knew that Amory was just broken heart with his sister, Rosallind. He thought he was Amory's friends before Amory knew Rosallind, so he did not want Amory's love story with Rosallind would break off their friendship. That is why Alex insisted Amory in order to make Amory joyful again.

Alec registered the rooms with his name only, with the intention that his friends, male and females ones, could come stealthily to his rooms. It was to avoid

the hotel staff's prohibition for him to take in his girl friends into the hotel rooms. Having registered the rooms, Amory did not join them in the party. He went to sleep directly in his room, although his friends asked him to have a party. He slept until late at night, he awoke because of the crowd's noisy sound in his room. It was Alec and his friends' noise. They were so nervous, as there were some house detectives who sought them for a test case of the youth attitude. They were afraid that the house of detectives would catch them and report them to their parents. (Fitzgerald, 1996: 233).

In the panic situation, Amory came as their hero. He realized that Alex had family and so did his friends. If their family knew about their attitude, they would be ashamed of them. So, Amory appeared to face the detectives. He thought he had no family, -when he was at the first year at college, his father died and then year later his mother died, too because of sick-, so no one would have his report.

But Amory's prediction was wrong. It was true that he has no family, but Thayer Darcy, -his mother's friend who always gave his time to listen and help Amory in any situations-, read the news about him and his friends in the newspaper. He was so sorry about Amory. He did not know the real condition. He thought it was true and happened to Amory. He wrote a letter to Amory expressing his disappointment. Amory was so shocked to know this situation. He wanted to meet Darcy to explain all the things, but he did not know where he was.

Having known Alec and Amory's condition about being free life and having drunk, the researcher thinks that Alec's behavior at that time was included in breaking the rules. The rules of their religion in forbidding people to drink too much

and to have a party. As said by Olson, one of house detectives, "*By rights the hotel could turn the evidence over to the police and you'd go to the penitentiary, you would, for bringin' a girl from one State to 'nother f'r immoral purp'ses.*" (Fitzgerald, 1996: 233), it shows that Alex and his friends had done the wrong things, and there was law, which arrange this matter. And if there was a person who was known doing the breaking law by house of detective, as the government staff, he/ she would get punishment and he would become a test case of government. If he had become a test case, it means that his name would be discussed in some newspaper. And as the result, his family, of course, would know the happening to their son.

There are two conditions of Alec and his friends acts. First, they were having a party by drinking much. It means they are included in the 'Lost' of the religion senses, which forbid people to drink much. And the second, they broke the norms by bringing girls at the hotel's room. It was as the 'Lost' of norm senses.

The house detectives at their conditions symbolized the government rules and the society's norm. The government rules came up based on the religion rules in order to make people obey the religion. At the time there was a prohibition to consume the alcoholic drink. The society's norm came up for they still could not accept the youth who were having date with girls at the hotel. The house detectives got information about Alec and his friends from the hotel staff, so they went to see Alec and his friends at the room. In the house of detectives opinion, they broke the government's rules, like Oslon said above, so the researcher puts them into the 'Lost' in the religion senses. There is an idea of liberty in the religion senses, being

broken the rules, as the expression of the liberty is included in the 'Lost' of the religion senses. For the society, the role of the house of detective was as the norm control for the youth. So, Alec and his friends could put into the 'Lost' of the norm senses, too.

The next character was **Rosallind**, Alex's sister. She adored herself very much. She was different from other girls at the time. She could enjoy her life by doing anything she wanted to do. She told her experiences to her younger sister, Cecilia. She said she enjoyed of being adored by others. She understood, money and beauty had an important role in her life. Using her beauty she attracted a young rich man to go with her. Rosallind taught Cecilia how to get things she wanted to have by attracting men through her beauty. So that's why Rosallind cared about her body and treated it well. Cecilia did not care of Rosallind's experience. She thought her older sister was in different line with her.

The enjoyment of Rosallind through her body showed that she like material things for her life. Until there was a case could change her mind about material. She was falling in love with Amory. She realized that Amory was not a rich man. He was only student who was not a money maker, but she really felt a different feeling to Amory. She wanted to be with Amory forever in her life, but her mother did not permit them to be a couple. Rosallind could understand of her mother reason. She could not say 'no' to her mother because she realized that she had to keep her family in the same class level of society even higher after her father died. To maintain this condition, she had to marry a rich man. It would become her responsibility as the first daughter of her family, because her brother, Alex, was still in the college

The Rosallind's adoration to herself contradicted the religion. She knew little about the religion, because she seldom went to Church. She would only go to Church if only her mother asked her to go together. She also adored his love relationship to Amory. She could do anything with Amory because of her love much to Amory; she could go with him, although her parents forbade them; she could kiss him in the way her love much to him. The researcher puts the Rosallind's act in the 'Lost' of the religion senses, because her loving much to the material and human.

Another example of the materialism is the relation between **Isabelle** and Amory. She was Sally's cousin, whereas Sally was Amory's friend. Later between Isabelle and Amory there was a special relationship. They made a long distant love story. They made the last meeting at the prom night of Amory's college. In this occasion Isabelle broke up their relationship. Isabelle was very concerned with her performance. She really cared of her body, so, when Amory hurt her skin by accident, she was very upset. It left a red spot on her skin. She was uncomfortable with the spot, she tried to diminish it, but it was greater.

Although Isabelle had love relationship with Amory, she was concerned more with her performance. So it was included in the 'Lost' in the religion senses. Her love much to her performance showed that she adored the material for her life. She would be ashamed if there was something wrong with her body. The body for her was her asset in the friendship.

As conclusion to the 'Lost' of religion senses are the youth who like having a party, drinking, material things and enjoying life too much are said as the 'Lost Generation'.

2.2. The Lost of their social norm.

The categories of being lost in their norms are the youth who like kissing, having a date and smoking. Kissing is still an awful thing happened at the time. There was no religion, which forbade to kiss, but the society developed it as their norm. It was impolite to kiss his or her girlfriend freely. The researcher focuses on the youth, because there was no marriage tie yet, so it was still the immoral thing for that time.

Myra. St. Claire was Amory's friend in his prep school in Minneapolis. There was no special relationship between them. Myra sent an invitation of school party to Amory to ask him to go together. Amory answered the invitation by a letter then they arranged the time. Amory came late to Myra's house, so he felt guilty to find Myra's house quiet. Myra had been waiting for him at her house. They could not go out directly, because her mother was not at home, and she left message to Myra to wait for her until she was home, after that Myra could go to the party with Amory. They went to the party by car. The driver hold the car, Amory and Myra sat back. So it became their chance to talk each other. In this situation, Amory and Myra kissed each other in the car. Amory adored Myra who was so beautiful at that night, and so did Myra.

This was happening only a moment. When Myra asked Amory to kiss her again Amory rejected. He felt strange in his mind, because Myra was not his girlfriend. So he stopped kissing her. He could not understand why he had kissed Myra. Although he felt something 'different' while he kissed Myra, he did not want to kiss her anymore. Myra was disappointed with Amory's act. She did not

understand why Amory rejected her suddenly. To cover her disappointment, she threatened him to tell her mother, after they came home, that Amory had kissed her, and she hoped that her mother would be angry with him. But after arriving at home, Myra said nothing to her mother.

This situation showed that Myra was ashamed and afraid if her mother would know the fact she was kissed by a man. Related in the condition of the early 20th century, the parents still forbade their children to have a kiss freely. It means their environment also do not permit a kissing act. So, Myra was a part of the 'Lost' in norm senses.

There were many girls in this novel, their characters represented their hope for life, the hopes to be equal in their rights as the men's, such as Rosallind, Clara and Elenoar. To purpose women's equality at the time was included in the 'Lost' acts. They acted like the men act. In this case, **Rosallind** acted like her male's friends. She also smoked, and kissed. She could make some decisions for her life which it only happened to a man at the time. **Clara** was the widow of almost the same age with Amory. She could have her activities which usually man do. She lived alone with her two children, so there was no one would stop her attitude. **Elenoar** was almost the same with others. She often moved from one place to other place in the different country. When she lived in a new environment, she would follow the rules of the new place. As a result she had known much about some places. The way of her thought was not only in the narrow matters. She had known much the different people in the same place. So she could think freely for her life.

The female characters above represented as the women act, so they were said as 'Lost Generation'. The social condition in the early 20th century still restricted the women's rights. The society at that time could not accept the women who acted like a man, the women who had their own way for their life. Women's acts had accustomed to the society at this era, even their acts had positive things for themselves and also for their environment. But it could not happen in the early 20th century, although they had got many positive aspects by asking the equality. Their society thought it was impolite for the women to smoke, to have a role through the men, and to have a right in the government. Because of this condition, so the researcher puts them in the 'Lost' of in norm sense.

Isabelle Borgé, as mentioned before in the 'Lost' of the religion senses, represented as the youth who wanted to express herself in feeling in love to Amory. Their expression showed in her behavior to Amory. "*Isabelle resolved secretly that she would, if necessary, force herself to like him – she owed it to Sally*". (Fitzgerald, 1996: 62). At the party where she would meet Amory for the second time, Isabelle made her maneuvers to Amory. "*First, she repeated it rapturously in an enthusiastic contralto with a soupcon of Southern accent; then she held it off at a distance and smiled at it – her wonderful smile; then she delivered it in variations and played a sort of mental catch with it, all this in the nominal form of dialogue.*" (Fitzgerald, 1996: 63). During the dinnertime, Isabelle was only interested in Amory's. She watched over Amory's behavior such as the way of he dressed, the way of he spoke, even when they were not alone at the same table. There were other friends, Sally

and Froggy. Isabelle's eyes were always on Amory, while he was speaking. Even, she dared to lean toward him. (p.64).

She knew Amory at first when she came to Sally's house to have her holiday. Sally often told to her about Amory. She liked to match Isabelle with Amory. She told to her that Amory often asked her, and she was eager to meet him soon. Actually Isabelle was so pleased to hear that, but she didn't show it, just kept it in her heart in order it would not make her disappointed later if it was not true. (Fitzgerald, 1996: 61). To anticipate her heart, she asked more to Sally how he could know much about her.

Isabelle lived in Baltimore, she often came to Sally's house because they were both at the same age. When Sally offered her to come again and joined her and her friends at Minnehaha Club, Isabelle agreed and would come and join with them. Sally told her that she could meet Amory and know more about him. Isabelle still remembered her first meeting with Amory. She was really impressed by him much. At Minnehaha Club Isabelle met Amory. Amory went there with Froggy Parker, his friend of Minneapolis school. She knew that it seems that Froggy was enchanted with her by the way he looked at her, but she didn't care of it, eventhough Froggy thought that the she acted at the night was for him. He did not realize all the Isabelle's gestures were for Amory. She was interested more in Amory's look. She liked Amory from the ways he dressed, danced and appeared. She said to him, that she liked to see Amory's eyes and also his hands. Both Amory and Isabelle liked each other. So they decided to move out of the room and went to other room at those place where there were nobody would notice them. Amory thought that he was one

of Isabelle's boyfriends who liked her, and he was so sure that other boys had kissed her before. So, he thought he could kiss her then. He was so in love to her. She was so different from other girlfriends who Amory met before.

Finally Isabelle became Amory's girlfriend. Although she stayed far from Amory, it wasn't a big deal for them. They still could keep in touch by writing letters, and express their longing. Both could keep their relationship. They could meet again at the Prom party at Princeton. She went to the prom in the full of hope to meet Amory and could satisfy her longing to him. She had prepared herself to be a most beautiful girl at the prom. She hoped she could impress him.

She had some hopes in Amory, that he could be a man who was gentle, and self-confident. But the fact, she found differently from she knew from his letters. She thought that he could do anything he wanted, and get anything he wanted. She didn't find it at Amory at the next meeting in the prom party. She hated his attitude and she asked to break up with him. She didn't like that Amory only could write through the letters but would not show his affection. She actually wanted him to kiss her gently, not only saw her deeply.

Amory had an intention to kiss her, but he was afraid she would reject him and people would see them. To anticipate it, he asked for Isabelle's permission to kiss her and go to a hiding place in order people could not see them. (p.69). Meeting her and talking with her again has made him excited. So, he did not understand why she was mad with him and asked to break off his relations with her.

Isabelle's character here showed her expression to Amory. She could reach what she hoped for her love. She liked a man who could express his feelings. She

thought that Amory could express his feelings at the first time, based on the Amory's letter to her. But she found it different in Amory. Amory could only expressed his feelings through the letters. The society at the time still could not accept the Isabelle's ways to express her own. She got accustomed to kissing a man who she loved. In her opinion, if she loved the man, he and she could kiss each other in public. But Amory could not think as Isabelle thought. He could not kiss his girlfriend, although he loved his girlfriend. He understood that his environment still could not accept it. So, Isabelle was said as the 'Lost Generation' at the time.

Clara was a widow with two children. She was almost at the same age as Amory. She represented as one of the youth who had a problem in psychological adjustment. Clara got lots of problems at the moment, but she considered that she did not want to feel sad throughout her life. To make her happy she did the strange things, in the society's opinion, at that time. She had a date with many men she like, she like to go anywhere she thought it could make her happy. The society could not accept her behavior by dating with different men, because they regarded it as immoral act. They thought that she, as a widow, had to stay at home with children and kept her manner well apart from having dates with many men in her life.

Freud explained further about the one who got repression. He said, "*Repression material may cause a person to do strange things as it seeks expression.*" (Dicaprio, 1974: 287). It means that a person, who gets lots of pressure in her life, tends to do a strange thing. The strange behavior is regarded as a 'Lost' attitude in the society. Amory knew all about Clara's behavior whenever he came to her house. He knew her as Darcy recommended him to visit Amory's cousin.

Amory had a different opinion on her before he met her. He thought that she looked like an old lady, who was so busy to take care of her children and she didn't have time to care herself. In fact he found it differently, she was almost at his age, and she always enjoyed her time with her children. She wanted to fill her life by taking care of her two little children, so she didn't have a plan to marry with any man.

It was enough for her to have two children. It didn't mean that she didn't like a man, on the other way, she liked clever and self-confident men around her. She just was afraid to have a serious relationship with a man. She thought much of her children, so she was sure that when Amory told her that he loved her and she thought it was only emotional moment. And it would soon disappear when he knew all about her that she had already had two children. Although Amory said he was in love with her, she knew that he would not want to marry her.

Amory and Clara seemed to be a nice friend. Clara always had a man as a guest at her home. She still accepted a man in her house and when Amory came she and he enjoyed the night together. Amory wondered how Clara could go through her life alone. He even did not look down on Clara when he knew she often went with men. But it was not for the society at the time. Clara psychologically could not fulfill the society's need, whereas Freud said one needs a self-adjustment to fulfill the society's need.

2.3. The Lost Generation in Education

The youth in the early 20th century are very concerned with their education. Amory and his friends showed it in their education. Some of educated people thought that the education was important for one's life, but there were others

thought of it differently. The others thought education could not earn much, money, whereas in fact they needed much money for their life. Although there are two different opinions about education, most of the society thought that the education was important. The most of parents sent their children to the good school for study. Hopefully, their children could help their parents to earn money.

Kerry Holiday who was an active personality, belonged to one of the 'Lost' in the education sense, because he often asked his friend to cut the class with him. Actually he was not interested enough in education, but he likes to read some books to support his study. He was easy to get bored with reading a book or even attending the class. To release his boredom, he often had a brilliant idea, in Kerry's opinion, to have a fun. He asked his friends, Amory, Jesse, Fred, Alex and Dick, to cut the class for enjoying the weekend. He told the exciting things would happen in their trip to the beach. He was right, in his friends opinion, about the place. Amory was so amazed seeing the view of the beach. It was the Amory first time seeing the beach. They did not bring much money nor foods. Finally Kerry's idea of cutting the class brought his friends in the exciting adventure.

Kerry really cared of his study at the first, unfortunately, he was easy to get bored in attending the class. He enjoyed adventures, so he stopped his study in the second year to join the army as a soldier. After joining the army, he had a plan to join at the voyage in order to feel the adventurous life. His friends regretted the Kerry's choice to quit his study.

Kerry's choice to quit his study made the society thought he gave up his chance to get a better knowledge. Society though that people could save their life

through education. In the education surroundings, they would get lessons to have good manners, so they could grow well and become good citizens, as the Dorothy's quotation *Children Learn What They Live*. Although Kerry was interested in study at the college at the first time, he later did not continue his study because he chose another exciting thing, to fulfill his interest in adventures. His action to kill his boredom in study made the society thought he was also included in the 'Lost' of education sense.

Alec Connage was a football leader Club at Princeton. He had almost the same character as Kerry Holiday. He also quitted his study to find a better life by engagement to his girlfriend. He liked to make fun in the hard situation. He thought the easy way to make them happy and enjoy life. It could be seen when Kerry had idea to go to beach with friends. He also asked Amory to go with them although he still slept. He woke Amory and went with others friend. They would go for about three days. It meant they would break the three days classes. He and Kerry had prepared the car to go with. His friends said, where there was fun, Alec was there.

Other side of Alec appeared when he talked to Amory. They talked about their hard time studying in Princeton, Amory told as if he wanted to give up his study and quit his study. Alec took it seriously. He told Amory that he really wanted to give up his study, because he would have an engagement. It was better for him to engage early, because his girlfriend wanted it. On the other hand, Amory was so surprised at Alec's decision. He thought how Alec could have the idea as it. It was so different with his daily behavior. Actually he was so concerned with his study. Sometimes he joined with Amory and Tom to discussed about a book or any other

literary. He even cared to his friend if his friend got a problem. The big problem that he had when he asked Amory to go to his house, and Amory was introduced to all his family. He didn't think that Amory and his sister, Rosalind, would fall in love each other. He just let them act, as they wanted. He didn't want to interfere with them. So when he knew that his mother didn't agree, he just did nothing. He knew that Amory was so in love with his sister. He wanted Amory to be still became his friend, and he hoped that it could not influence their friendship.

Unfortunately Alec quitted and moved to another country with his fiancée. He thought he could find a better life and he could create what he wanted to do. Society's opinion about Alec's thought is included in the 'Lost' in education sense. He could not finish his study, it means he gave up his study to reach his higher needs.

Burne Holiday, Kerry's brother, quitted from school, too. Although they were brothers, their characters and interest were different. Burne had interest in politic and also economic. So, those became his reason to quit his school. The books he had read were related to those topics. He was the vice-presidency of the senior class, although finally he resigned it and voluntarily attended graduate lectures in philosophy and biology (Fitzgerald, 1996: 127). He was even disappointed with a woman, after his trusted girl, Phyllis Styles, had a game with his friend, Jesse Ferrenby. He did not like the situation, but he could do nothing he only thought that he had to stop playing a game to other people. On the other hand, Phyllis had support from her friends and they all enjoyed it. Burne never joined the playing game with other Amory's friends. Although he was the brother of Kerry, but his

character was absolutely different from his brother. He felt he had responsibility to his country by joining at the army. So, he went away from Princeton before he could finish it. The America's condition in war made Burne was thinking of taking a part in the war.

Burne was talking to Amory about his decision. Amory could not understand Burne's thought of quitting the study. In Amory's opinion, Burne was a clever student, active student in politic campus. So, it was impossible for Burne to quit. Burne also offered Amory to join him by quitting the study and find the better condition in other countries. Amory reject Burne's offer, because he had a promise to his mother to finish his study. Burne's act by quitting his study showed that he did not concern his study although he was being a good study at the college. The researcher puts him in the 'Lost' of the education sense.

Amory and his friends' society realized that education could help them in maintaining the situation at the time. They would save from the 'Lost' situation if they were still aware of themselves, and they still knew what the best for them through knowledge they had. Because of Kerry and Alec's decision to quit from school, the society thought that they were a 'Lost Generation' who could not think their future for a better life through the education.

All the things that Amory and his friend did at the early 20th century based on the novel *This Side of Paradise* are included in the 'Lost' behavior. Society could not accept the youth's behavior which were far from the religious regulations, social norms and principles in education at the time. These are reasons why they belonged to the 'Lost' generations.

III. Conclusion

Conclusively, this thesis has analyzed parts of the American young generation which is said as 'Lost Generation' in the early 1920's in the novel *This Side of Paradise* by F. Scott Fitzgerald.

Amory Blaine, the main character in *This Side of Paradise*, experienced 'Lost' situation of the youth. His friends; Fred Sloane, Alec Connage, Kerry and Burne Holiday, Rosallind, Isabelle, Dick Humbird, Clara, Myra. St.Clare, and Elenoar, had represented as the 'Lost Generation'. People at that time regarded those young's manners were included in the 'Lost' in religion senses, norms senses and education senses categories. Although Amory involved in the situation, but he still kept his behavior in a good manner. For example; when he went to the party with Fred, he did not drink a liquor like Fred and his friends did, he could see the weird man who watched him closely, but his friends could not; he did not stay a night with a girl in a hotel room, although he went to the hotel with his friends together.

Amory was not involved in his friends' behavior, because he had his own principle which go from his parents and his mother's friend, Thayer Darcy. He also realized that the education is important for his life. He thought he could earn money through education. So, he still kept continuing his study until graduating his college, although most of his friends had quitted.

Amory's friends acted freely, because they had their own reasons which related to the American situation. They did not want to make their own life more difficult because of war. As their opinions about life which explained by Malcolm's

philosophy of 'Lost Generation', so their society called them as the 'Lost Generation'.

In the early 20th century was the time when doing the things as Amory's friends did, deviated from religion and norms. And now as era has changed, the society can accept their behavior, the society do not criticize them and call them as 'Lost Generation' anymore.

The condition means that time can change the way of society think. And it starts from the youth, because they, later, will develop and have a role in the society. When they were young, they did those 'Lost' things, so now when they have had a role in society, they can accept things as they had done in their youth. So, that is why, most of the society now do not say the youth have done the strange things.

BIBLIOGRAPHY:

- Beacham, Walton. 1985. *Research Guide to Biography and Criticism*. Research Publishing.
- Bradbury, Malcolm & Howard Temperley. 1989. *Introduction to American Studies*. London & New York: Longman.
- Campbell, Tom. 1994. *Tujuh Teori Sosial – Sketsa, Penilaian, Perbandingan*. Yogyakarta: Penerbit Kanisius.
- Dinnerstern, Leonard & David. M. Reimeus. 1999. *Ethnic American – A History of Immigration*. Columbia University Press, New York.
- Dicaprio, Nicholas. S. 1974. *Personality Theories: Guides to living*. USA: W. B. Saunders Company.
- Faruk. 1999. *Pengantar – Sosiologi Sastra*. Yogyakarta: Pustaka Pelajar.
- Fitzgerald, F. Scott. 1930. *The Crack-up (with other pieces & stories)*. Penguin Books.
- Fitzgerald, F. Scott. 1996. *This Side of Paradise*. London: David Campbell Publisher. Ltd.
- Gitelson, Allan. R. 1988. *American Government*. Boston: Houghton Mifflin Company.
- Goldmann, Lucien. 1964. *Towards A Sociology of The Novel*. Great Britain: The Cambridge University Press.
- Gordon, Irving. L, revised 1984. *American Studies – A Conceptual Approach*. Amsco School Publications, Inc. New York.
- Hardjana, Andre. *Kritik Sastra: Sebuah Pengantar*. Jakarta: PT. Gramedia.
- Horton, Rod. W & Herbert. W. Edwards. 1974. *Backgrounds of American Literary Thought*. Appleton Century-Corffs. Division of Meredith Publishing Company.
- Junus, Umar. 1986. *Sosiologi Sastera – Persoalan Teori dan Metode*. Kuala Lumpur, Malaysia: Dewan Bahasa dan Pustaka Kementerian Pelajaran Malaysia.

Langbaum, Robert. 1970. *Essay on The Continuity of Nineteenth and Twentieth Century Literature*. New York: Oxford University Press.

Michael, George Mc. 1974. *Anthology of American Literature. Vol. II*. New York: Mac Millan Publishing. Co, Inc.

Mickelson, Joel.C. 1969. *American Personality and the Creative Arts*. Minneapolis: Burgess Publishing Company.

Rubin, Louis. D, Jr. *The American South*. Voice of America forum series. Washington.DC: USICA.

Soekanto, Soerjono. 1990. *Sosiologi – Suatu Pengantar*. Jakarta: PT. RajaGrafindon Persada.

Sukada, Made. *Pembinaan Kritik Sastra Indonesia Masalah Sistematis Analisis Struktur Fiksi*. Bandung: Penerbit Angkasa.

Trilling, Lionel. 1957. *Literature In America, “F. Scott Fitzgerald”*. United States of America: Meridian Books, Inc.

_____. n. d. *An Outline of American History*. Washington.DC : USICA.

<http://odur.let.rug.nl/~usa/H/1994/index.htm>.

http://odur.let.rug.nl/~usa/H/1994/ch9_p1.htm.

www.sc.edu/fitzgerald/biography.html. 26 August 1999.

<http://americanhistory.about.com/> 2003.