

**Representations of the Themes of Patriotism, Courage  
and Relationship in Ernest Hemingway's *A Farewell  
to Arms* and *The Old Man and The Sea***

صور الوطنية والشجاعة والعلاقات في روايتي آرنست همنغواي  
"وداعا أيها السلاح" و "العجوز والبحر"

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**Department of English Language and Literature**

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## Authorization

I, Ward Nemer Yahya, hereby authorize the Middle East University to supply copies of my thesis to libraries, organizations or individuals when required.

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## Thesis Committee Decision

This thesis titled “Representation of the Themes of Patriotism, Courage and Relationship in Ernest Hemingway’s *A Farewell to Arms* and *The Old Man and The Sea*” was successfully defended and approved on 11/ 1/ 2023.

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The image shows four handwritten signatures in blue ink, each written over a horizontal line. The signatures correspond to the names and roles listed in the table to the left. The first signature is the most prominent and includes the initials 'NTY' written above it.

## **Acknowledgment**

I would first like to praise Almighty Allah, the Most Compassionate and the Most Merciful, for enlightening my way and guiding me in this journey through providing me with strength, patience, and knowledge.

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## **Dedication**

I would like to dedicate this modest effort for my family and my supervisor Dr. Nisreen Yousef. I also dedicate this research to all people who are not able to capture their lives during coronavirus and I also dedicate it in memory for the lost lives and suffering patients.

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**Representations of the Themes of Patriotism, Courage and Relationship in  
Ernest Hemingway's A Farewell to Arms, The Old Man, and The Sea**

**Prepared by: Ward (Nemer Mohammed) Yahya**

**Supervised by: Dr. Nisreen Yousef**

**Abstract**

This thesis explores representations of the themes of patriotism, courage and relationships in *Ernest Hemingway's A Farewell to Arms* and *The Old Man and The Sea*. It furthermore, examines the similarities and the differences between how each novel depicts each theme. Drawing upon both a descriptive-analytical approach and making use of some notions of existentialism as well as the concept of "the lost generation", the thesis finds that *Hemingway* endeavors to provide a realist representation of life following *World War I* and *World War II*. Moreover, he tries to depict the moral decline that followed the two wars through his characters. Nevertheless, *Hemingway* provides characters who are able to cling to human values such as patriotism, love, friendship, and courage despite all the hardships that resulted from the WWI and WWI. Such representations, the thesis argues, are meant to reflect the author's glimpse of hope for a better life.

**Keywords: Patriotism, Lost Generation, Courage, and Existentialism**



## صور الوطنية والشجاعة والعلاقات في روايتي آرنست همنغواي "وداعا يا سلاح" و "العجوز والبحر"

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ملخص الدراسة

تقدم هذه الأطروحة دراسة لتصوير الوطنية والشجاعة وعلاقة الحب والصداقة في روايتي إرنست همنغواي "وداع السلاح" و "العجوز والبحر". وبالاعتماد على المنهج التحليلي الوصفي والاستفادة من أفكار ذات صلة بالوجودية وبالسفادة من مفهوم الجيل الضائع وجدت الأطروحة أن همنغواي يسعى لتقديم تمثيل واقعي للحياة بعد الحرب العالمية الأولى والحرب العالمية الثانية. ويحاول تصوير التدهور الأخلاقي الذي نتج عن الحرب العالمية الأولى من خلال شخصيات الروايتين. ومع ذلك فهو يقدم شخصيات قادرة على التمسك بالقيم والأخلاق مثل حب الوطن والحب والعلاقات الجيدة. وتبين الأطروحة إن مثل هذه التمثيلات تهدف إلى عكس رؤية المؤلف عن الأمل في حياة أفضل.

الكلمات المفتاحية: الوطنية، الجيل الضائع، الشجاعة، والوجودية

# Chapter One

## 1.1 Introduction

*The Great War*, which is also known as the *World War I*, was a global tragedy that affected the entire world. The *First World War* began in 1914 and ended in 1918 where its main feature was mass violence. Before the *United States* entered the war in 1917, the *British, French, Germany and Belgian* governments made the war global by pulling the inhabitants and resources of their empire to the war (Becker, Annette, 2015).

*World War I* created crisis in the life of modern men where people fought for consolidating their power. In addition, the war caused only destruction and decay of modern life, civilization and the development of infrastructures. The war was so devastating that it was like a gigantic machine that killed whoever it met and destroyed whatever it touched without any reason and purpose (Chhetri, Dhan Kumar, 2011).

In *World War I*, laboratory experiments and test sites were used in the field during the *Modernist* period where violence was carried out. The effectiveness of military tools to kill people were measured and improved. Weapons became increasingly sophisticated where white coated technicians were sometimes located at the front while poison gas was developed on a massive scale. For instance, a *German* chemist, *Fritz Haber*, was on the battlefield to observe the consequences of his research at first hand (Becker, 2015).

After the war, people felt that there were no rules or control in the world where moral, cultural and ethical values were broken. The world was dominated by violence, terrorism and anarchism where we could see the colossal loss of innocent soldiers and civilians (Chhetri, 2011).

During the events of the *World War I*, a group of *American* writers, named the *Lost Generation*, was formed in Paris where they spent time together after the events of the First World War. This term was used more generally to refer to the *Post-World War* generation because by that time, the generation was lost in terms of its inherited values which no longer existed and by adding the word French and other drinking styles to their drinking patterns (Room, Robin, 1984)

The concept of *The Lost Generation* was also used by *Gertrude Stein* who heard this term from a garage owner in *France* who used it dismissively to refer to the younger generation as a “*Generation Perdue*” which means *Lost Generation*. *Hemingway* used this term in his first major novel which was published in *The Sun Also Rises* (1926) which is like an epigraph (Nozen, Seyedeh Zahra, 2018)

*Hemingway* wrote *A Farewell to Arms* in 1929 which describes his participation in the *World War I* as an ambulance driver for the *Italian* army. The plot of the novel was related to the events of the *World War I* because it took place in *Italy* where they entered the *War* on April 26, 1915, by siding up with the *Allies*, *Britain*, *France*, *Russia*, who hoped that they would be given vast territories in the *Adriatic Sea* in 1915 (Hrba, Aleš, 2012).

The thesis argues that despite the complexities that happened in *World War I*, *Hemingway* tries to create characters who attempted to deal with such a dilemma and who could send us some hope in life.

*Hemingway* gained writing experience from working in a newspaper. So, this career made him so eager to gain new experiences that changed his life. He started to gain

interest in the war which became his central focus because he wanted to have a new experience from it (Hrba, 2012).

Despite his father's opposition to participate in the war, *Hemingway* contacted several recruitment agencies because he wanted to offer his services for the *US Army*, but they rejected him because of his poor vision. *Hemingway* was enlisted as an ambulance driver for the *Red Cross Ambulance Corps in Italy*. Therefore, he left his job at the *Kansas City Star* and spent four months driving an ambulance car in *France* until he was given orders to move to *Milan* where he was instructed to carry out his duties (Hrba, 2012).

When he arrived in *Milan*, a factory producing ammunition exploded and *Hemingway* had to carry human bodies and their parts to a local mortuary. It was a shocking and an unexpected beginning for him and this beginning had been the right impulse that boosted Hemingway's confidence and courage in grabbing the chance to get closer to the real action (Hrba, 2012).

On the other hand, *World War II* was the bloodiest and deadliest war that the world had ever seen where more than 38 million people died, many of them were innocent civilians. It was also the most destructive war in history where fighting raged in many parts of the world since more than 50 nations took part in the war which changed the world forever (Scholastic.com, 2014).

In the introduction of *Remarque's* novel 1921 *All Quiet on the Western Front*, the novelist stated that this book is to be neither an accusation nor a confession, and least of all an adventure, for death is not an adventure to those who stand face to face with it. It will try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war. This introduction made Hemingway seek to speak

directly to individuals through his focused storytelling. In fact, he could convey the common experience of soldiers who fought and died in the trenches (Williams, Samuel R, 2018).

*Hemingway* is a prolific writer who transferred his personal war experiences into works of literature that resonated with post-war readers, veterans and civilians. This can be found in *Hemingway's* two *World War I* novels *The Sun Also Rises* (1926) and *A Farewell to Arms* (1929) which gave a little account of the characters in the war (Williams, 2018).

*Hemingway's* first novel, *The Sun Also Rises* (1926) directly addresses the futility of life of soldiers' faces following the war which was represented by the narrator *Jake Barnes* (Williams, 2018).

In *Narnia*, *C.S. Lewis* reflected on his wartime experience of the sight of battle and the life of a soldier where this imagined land created a place for *Lewis* to express his war trauma in a landscape which was outside of reality. In *Lewis's* other books *The Lions*, *The Witch* and the *Wardrobe* witnessed scenes of combat which reflected what *Lewis* experienced in the trenches (Williams, 2018).

*Wilfred Owens* wrote to his mother from a dugout where he said, "there is no danger down here, or if any, it will be well over before you read these lines." He continued "I hope you are as warm as I am; as a serene in your room as I am here." These quotes indicate that Owen focused on the safety of the dugouts and gave a little mind to the dangers of the front (Williams, 2018).

## 1.2 Ernest Hemingway's Biography

*Ernest Hemingway* was born in *Oak Park* in 1894 where his father was a doctor and *Ernest* was the second oldest child in the family. He started his writing career by joining *The Kanas City Star* as a cub reporter in 1917, and a year later, he began his service as an ambulance driver for the *Italian* army where he was seriously wounded at *Fossalta* on the *Italian Piave* (Hrba, 2012).

After *World War I*, *Hemingway* wrote *Indian Camp* (1924) a short story and a novel *The Sun Also Rises* (1926). *The Indian Camp* was a short story where he was about to write his experience from the war, but he decided to postpone his ideas and thoughts to a later time. Therefore, by 1929 he wrote his second novel *A Farewell to Arms* (1929). This novel, which talked about an American soldier joining the *Italian* army as an ambulance driver, gave him an international reputation as a prolific writer (Hrba, 2012).

In 1953, *Hemingway* won an important award in his writing career which was called *The Pulitzer Prize for Fiction* because of his famous novella *The Old Man and The Sea* (1952). A year later, he won a *Nobel Prize in Literature* “for his powerful, style that expressed mastery of the art of narration.” He was one of the most important influential writers who developed the short story and novel in *American fiction* (Hemingway, Ernest, p.128).

The United States got involved in *World War II* in 1941, where *Hemingway* served as a correspondent. He saw several of the war's key moments such as *the D-Day landing*. By the end of the war, *Hemingway* met a war correspondent named *Mary Hemingway* whom he got married to. In 1951, during that year, he wrote *The Old Man and The Sea* (1951) which was considered the best of his works; This novel qualified him to win *the Pulitzer Prize* (Biography.com, 2017).

### 1.3 Statement of the problem:

The present study seeks to examine courage, relationship through love and friendship and patriotism as represented in Hemingway's two novel *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952). Firstly, it will examine how courage is represented in *A Farewell to Arms* and *The Old Man and The Sea*. In addition, it examines how the love relationship between *Henry* and *Catherine* is depicted in *A Farewell to Arms* and how the friendship between *Santiago* and *Manolin* is portrayed in *The Old Man and The Sea*. Moreover, it explores representations of patriotism in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952).

### 1.4 Objectives of the study

This thesis aims to:

1. Examine how the theme of *patriotism* is represented in Hemingway's *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952).
2. Explore the ways the theme of *courage* is presented in *A Farewell to Arms* (1929), *The Old Man, and The Sea* (1952).
3. Discuss relationships such as love, and friendship as depicted in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952).
4. Compare and contrast how the mentioned themes are presented in both novels.

### 1.5 Questions of the study

In order to achieve the mentioned objectives, this study attempts to answer the following questions:

1. How is the theme of *patriotism* represented in Hemingway's '*A Farewell to Arms*' (1929) and '*The Old Man and The Sea*' (1952)?

2. How is the theme of *courage* presented in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952)?
3. How are the relationships such as love, and friendship depicted in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952)?
4. How are the mentioned themes compared and contrasted in both novels?

## **1.6 Significance of the Study:**

The significance of the current study stems from the fact that it sheds light on literary works that are written by a prominent author. In addition, the study tackles the three themes courage, relationship through love and friendship, and patriotism in *Hemingway's* novels *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952). Thus, the study is valuable as it tackles universal issues that are related to our time; it touches upon human values that one has to cling to despite all hardships.

## **1.7 Limitations of the Study:**

This study will focus on two of *Hemingway's* novel which are *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952). However, this study only tackles three themes which are *courage, relationship through love and friendship* and *patriotism*, and how they are represented in *Hemingway's* two novels. The findings cannot be generalized to all the literary works of *Ernest Hemingway*.

## **1.8 Definitions of Terms**

### ***1.8.1. Patriotism:***

*Patriotism* is a feeling of deep love for the motherland which is based on awareness of citizenship and loyalty that makes people so willing to sacrifice their life for their homeland. Through *Patriotism*, the nation will be strong, brave mentally, emotionally and



physically in the form of national security and the challenges (Aziz, Maizatul Akma, 2017).

*Patriotism* can also refer to individuals or groups' positive attitudes and help to their homeland which could be a city, a region. People, thus, feel proud of the country's achievements, national culture and the characteristics of the nation and culture policies (Aziz, 2017).

### ***1.8.2. Lost Generation:***

The members of the *Lost Generation* were born between 1883 and 1900, and according to *Howe* and *Strauss*, members of this generation grew up in a period of massive immigration where their youth was interrupted by *World War I* which brought bitterness to the society. The peak of their career was influenced by the *Great Depression* and the high-tax rates and the novelists of the *Lost Generation* made tremendous literary achievements in the 1920s and marked this decade as a significant literary period (Palčíková, Silvie, 2010).

*Lost Generation* experienced many striking events which happened in the first half of the 20<sup>th</sup> century, especially the two *World Wars*, as well as witnessing different social and political changes. The term *Lost Generation* was coined by *Gertrude Stein* and *Hemingway* made it popular by mentioning it in *The Sun Also Rises* (1926). He included this phrase in his *A Moveable Feast* which revolved around many young people who served in the war (Nozen, 2018).

## Chapter Two

### 2.1 Introduction:

This thesis deals with *Hemingway's* attempts to portray the 20<sup>th</sup> century postwar destruction of emotional and social determination. This chapter includes the section of the review of related literature.

### 2.2 Review of related literature:

In *World War I*, young men survived the war's horrors as a sense of a half-life and those who walked away from the trenches, sacrificed a part of themselves in *Europe's* battlefields. This sense of loss was manifested most clearly in postwar literature created by the *Lost Generation*; therefore, those writers embodied a shift in the tone of literature after the war. Thus, they attempted to capture the physical, mental and emotional suffering of those that survived the war (Williams, 2018).

The *Lost Generation's* works compressed the collective suffering felt by many survivors of the *World War I* as writers sought to explain the first part of themselves in which they were lost on the battle fields of *Europe*. They also described how they tried to find a remedy for their conditions of hopelessness, disillusionment, and regret (Williams, 2018).

*Ernest Hemingway* and *Erich Remarque* wrote novels and short stories that addressed the collective sense of disillusionment in the postwar life; therefore, their work relied on their characters' experiences with the war and how they coped with the horrors witnessed. These writers, in fact, used their own war experiences during and after war through their literary works (Williams, 2018).

In the 18<sup>th</sup> century, fiction was the cradle of the rise and growth of that period where *Modern* novels were opposed to *Victorian* novels. During those periods, novel was a popular literary form and *Modern* novels were also opposed to *Romance* traditional style, setting, location and plot. Therefore, the modern novels challenged narrative techniques, character portrayal, theme and style (Alshareef, Tariq Mohamed, 2019).

The period from the 1890 until the 1930 was known as the *Modernism* period. During that period, many new schools of thought, narrative techniques were formed in the art of literature. The *Modernism* movement was first depicted in Europe; however British writers were late to acknowledge it (Alshareef, 2019).

*Modernism* introduced a new kind of narration techniques to the novel in which the narrator replaces both the omniscient and the trustworthy narrator of the preceding centuries; therefore, readers start to question about how the novels work (Judeh, Abd Al-Rahman Abdallah, 2016).

In *Hemingway's* novel *For Whom the Bell Tolls* (1940), which is an example of a modernist fiction novel, its *Hemingway* tells the story of *Robert Jordan*, a young *American* in the *International Brigades* whom they sent to work with a *Republican Guerilla* group during the *Spanish Civil War*." (Judeh, 2016)

*August's A Dream of Play* was very important to *Modernism* because *Hemingway* attempted to convey an inner reality in a style that would be described as expressionist. The novel anticipates the interior monologue of *Modernist* fiction where there was a logical shape of drama since everything can happen and everything is possible because time and space do not exist (Alshareef, 2019).

In *Joseph's Conrad's Lord of Jim* (1900) and *Heart of Darkness* (1899), the narrator *Charlie Marlow* is a much-traveled sea captain who had figures like *Jim* and *Kurtz*. Those people had volatile mixture of idealism and corruption. Through these novels and these characters, Conrad revealed the limitations of his own view of the world. This also reflects the fact that *Conrad* was a sharp critic of economic, political and social pretensions (Alshareef, 2019).

*Virginia Wolf* developed an interior-monologue technique where she attempted to write a feminine prose to counter the dominant masculine realism. She also employed the stream of conscious narrative technique where she emphasized a psychology and female synthetic conscious to a prose style which required collaboration between the author and the reader to render fully the life of her characters (Alshareef, 2019).

In his essay *Why the Novel Matters*, the great *Modernist* writer *D.H. Lawrence* explained why the novelist was superior to the philosopher and poet who only dealt with parts of people's lives. Lawrence's novels had an innovative and exploratory quality since his plots reflect man's experiences of meaninglessness (Alshareef, 2019).

*Existentialism* was first depicted in the mid of the 20<sup>th</sup> century in *France* because it was against the backdrop of the *World War Two* and of the atomic bombings of both *Hiroshima* and *Nagasaki*; therefore, these events helped in creating the existentialist movement (Aho, Kevin, 2023).

The existentialist witnessed terrible things that the entire generations were forced to face such as anxiety, death and freedom. During that period, it had popular voices representing the movement and they were French philosophers such as Jean Sartre and Simone Beauvoir (Aho, 2023).

In the work of the lost generation, existentialism was used in famous *American* writers such as *Scott Fitzgerald* and *Ernest Hemingway* because it found expression across their work (Aho, 2023).

This study aims to discuss and analyze the novels of *A Farewell to Arms* (1929), *The Old Man, and The Sea* (1952) in the light of the post-war era. Therefore, it attempts to tackle literary works by explaining the representations of the themes of patriotism, courage and relationship through love and friendship by taking into account the circumstances of the Modernist period as well as the traditional approach.

(Ismail, Khaleel, 2018) contends that *A Farewell to Arms* was another *Modernist* fiction novel since *Ernest Hemingway* describes the massive destruction of lives and properties due to *World War I*. As a result, applying this sense of destruction of the essence of life as to literary writing had the result of distorting language.

(Majeed, Ahmed Rasheed, 2018) states that *Hemingway's* nature does not always reflect peace with man because in pre- and early modern warfare fighting was very common. "I would like you to see *Abruzzi* and visit my family at *Capracota*", said the priest.

"Listen to him talk about the *Abruzzi*. There is more snow there than here. He does not want to see peasants. Let him go to the centers of culture and civilization." (Hemingway, p. 10).

(Debnath, Rishika, 2017) argues that *Henry*, one of Hemingway's characters, feels miserable and hopeless as he was convinced by patriotic fervor to embrace military service as a path to masculine feats of heroism. Nevertheless, most soldiers eventually discover that the war meant no more than waiting in a trench to be shelled.

(Sharma, Anchal, 2016) points out that the old man in *The Old Man and The Sea* (1952) as a character who embraces the code for living. Sharma adds that *Hemingway* first developed this character based on his experiences in *World War I*. In such experiences a man confronts an undefeatable force such as fighting the sharks.

(Sinaga, Eva, 2007) depicts *Santiago* as a true fisherman that has knowledge of nature. As a result, he knows that the best time to go fishing is *September* where the great fishes come, keep warm old man,” the boy said. remember we are in September. The month when the great fish come.

According to Sinaga (2007), *Santiago* notices that the bird has spied on something in the water in which it sees something; so, *Santiago* follows the bird rowing farther and farther in the sea and finally drops his nets near the areas that the bird was watching.

(Neupane, Dinesh Kumar, 2006) discusses that *Henry*, in *A Farewell to Arms*, searches for the meaning and order of life through the struggle he fights. Through his love affair with *Catherine* among any other things, he finds that life is meaningless because the indifferent universe challenges their love many times and finally wins with the death of *Catherine*.

In *A Farewell to Arms* (1929), Neupane (2006) illustrates that *Henry* stands against religious faith such as *Nietzsche*. He leads a rebellion in which he challenges the contemporary religious world by announcing that God is dead. Thus, *Christianity* has no effect on him as he rescues humans from war.

“I tried to get closer to Passini to try to put a tourniquet on the legs, but I could not move. I tried again and my legs moved a little. I could pull backwards along with my arms and elbows. Passini was quiet now.” (Hemingway, p. 44).

According to Nurayu (2018), *Santiago's* non submissive stance was visible when he struggled for a few days to catch a large fish. He did not surrender even though he was alone, and it took him a long time to conquer the fish. Hence, his choice was to stay in the deep dark water fighting against this ferocious monster.

Sharma (2016) argues that the fish was so big that it pulled the boat along. Consequently, *Santiago* hooked the giant *Marlin* where he determined to wear this fish out by playing a very strategic game of tug of war in which he engaged in a battle with the fish that lasted for two days and two nights.

(Sabudu, Delli, 2020) maintains that *Santiago* is characterized by courage and perseverance which were shown when he tried to fight the sharks because he was a fisherman who knew that the fate of his catch was unavoidable. This made him determinant to continue fighting against the sharks.

Debnath (2017) illustrates that *Henry* paid a visit to *Catherine* before going to the front near the river where she gave him an image of *Saint Anthony* for his well-being, showing her gravity towards love.

Debnath (2017) argued that there was a sudden change in *Henry's* heart. So, he decided to marry *Catherine* since he was submissive to her love; Thus, he proposed his marriage to her by summertime.

“But I will. I will say just what you wish, and I will do what you wish and then you will never want any other girls, will you? She looked at me very happily. I will do what you want and say what you want and say what you want and then I will be a great success, wo not I? (Hemingway, p. 79).

(Assadnassab, Sara, 2005) pinpointed that *Henry* and *Catherine* began having a love affair in which *Catherine* became pregnant. Henry felt a sense of responsibility for her pregnancy; so, he decided not to participate in the war. This led him to escape to *Switzerland* in order to live happily there.

According to (Lee, Mounsu, 2015), *Manolin* and his father had a conflict with each other because his father took him away from *Santiago*. Yet, the boy wanted to keep his relationship with *Santiago* by telling him When I come back, you can tell me about the baseball.

Sinaga, (2007) elaborates that *Santiago's* only friend and companion is *Manolin* whom he taught to fish. Luckily, the boy used his fishing skills while they were out at the sea together.

Sinaga (2007) adds that *Manolin* always welcomed *Santiago* to the harbor where he helped him carry things from the *Skiff*. He, further, made sure that the old fisherman had food to eat by managing it from *Martin*. Moreover, *Manolin* helped *Santiago* pull in his boat in the evening and provided the old man with food and baits when needed.

Sabudu (2020) concludes that *Manolin* is a very devoted individual who aided *Santiago* despite not being permitted to fish with the old man. He had helped *Santiago* by buying baits for him in order to help him prepare for his journey in the *Gulf Stream*.

In light of the literature review above, this thesis focuses on the impact that war left on the society and the individuals by exposing how *Hemingway* tried to present characters who cling to values such as courage, patriotism and relationship through friendship and love.



## **Chapter Three**

### **Methodology and Procedures**

#### **3.1 Introduction**

The section clarifies the methodology that the researcher used to carry out this study. The chapter consists of the methodology, sample of the study and procedures.

#### **3.2 Methodology**

This study embraces both the descriptive analytical and existentialism approach and making use of the concept of the lost generation, the thesis finds that *Hemingway* endeavors to provide a realist representation of life following *World War I* and *World War II*, also He tries to depict the moral decline that resulted from *World War I* through his characters in *A Farewell to Arms* and he tries to pose to the people that there is still hope and meaning in life by representing it through his characters in *The Old Man and The Sea* despite all of the circumstances that have been imposed by the *First World War* and *World War II*.

#### **3.3 Sample of the Study**

##### ***3.3.1 Summary of the Old Man and the Sea***

*The Old Man and The Sea* (1952) was one of the most popular novellas in the world and in the *English Literature* field. It was written by *Ernest Hemingway*, and it won the *Pulitzer Prize* award. The novella had many hidden meanings through giving us great lessons about the old mans' endeavor, determination and enthusiasm (Lee, 2015).

This novella talks about a *Cuban* fisherman whose name is *Santiago*. He sailed around the *Gulf Stream* alone with a small boat. The journey lasted eighty-four days without catching a fish. In the early days, the fisherman sails with a young boy named

*Manolin* for forty days, however his parents could not trust the old man anymore because he could not catch a fish. So *Manolin's* parents forced him to transfer to another boat. Nevertheless, *Manolin* was not happy about it, but he could not reject their instruction. While *Manolin* is in the new boat, he managed to catch three heavy fish for the first week. On the other hand, the old man came back without any fish which really made *Manolin* heartbroken (Lee, 2015).

The boy always helped the old man arrange his fishing gears. There were other fishermen that made fun of *Santiago* because he could not catch a fish for eighty-four days. Yet, he did not get mad at them because he believed that his misfortunate streak will soon come to an end as he planned to sail out farther in the sea in order to catch a fish (Lee, 2015).

As soon as, the old man headed back home, on the way home he encountered sharks that attacked his boat in order to take the fish from him, but the old man fought the sharks back until he managed to kill them in order to save what was remaining from the *Marlin* fish. At last, he reached the harbor where he felt asleep because he was so exhausted by sailing and fighting with the sharks. Seeing the skeleton of the big fish, the other fishermen were very surprised because they thought that the old man caught a shark (Lee, 2015).

### **3.3.2 Summary of a Farewell to Arms**

*A Farewell to Arms* is *Hemingway's* third novel which was published in 1929 where the title of this novel was taken from *George Peele's* poem *A Farewell to Arms* which he wrote in the 16<sup>th</sup> century. The title brings the ambiguous meaning of the word "arms". One meaning refers to *weapons* while another meaning refers to the *limbs* of the human

body. By this title, *Hemingway* wants to establish a connection between the themes of war and love in his novel (Ahmad, Huma, 2020).

This novel is about *Henry*, who is a young *American* who works as an ambulance driver for the *Italian* army during the *World War I* where he meets and falls in love with *Catherine Barkley* who is grieving the death of her fiancée. Together, they establish a strong relationship that develops throughout the story (Hrba, 2012).

During the enemy bombardments on the front, *Henry* was badly wounded in the knee by an *Austrian* mortar shell which fell near him. Thus, he was sent to a hospital in *Milan* where he was recovering and being taken care of by *Catherine*. Their relationship became serious when *Catherine* revealed that she was pregnant. *Henry* was excited about it, but he had to return to the front. After a week, the *Germans* and the *Austrians* broke through the lines and the *Italians* were forced to retreat and *Henry* and other six people participated in the retreat. *Henry* traveled far from the front in order to save his life (Hrba, 2012).

On the way there, the whole group experienced a sudden breakdown that resulted in the death of several people. Meanwhile the remaining members are stopped by military police at one of the bridges where they are accused of treachery. However, rather than facing his death, *Henry* jumps to the river and escapes. He managed to get on the train heading back to *Milan* where then he reunited with *Catherine* in *Stresa* and then the young couple knew that their life was in danger. With the help of a hotel porter, they flee to *Switzerland* where they spent several months of happiness and hope, but sadly *Catherine* died in an extremely long and painful childbirth (Hrba, 2012).

### 3.4 Procedures of the Study

To achieve the requirements of this study, the researcher followed certain procedures to conduct the study:

1. Read reviews about the novels.
2. Read the biography of *Ernest Hemingway*.
3. Read the original text of *Ernest Hemingway's 'A Farewell to Arms'* (1929) and *'The Old Man and The Sea'* (1952).
4. Collected and read data that are related to the literary reviews and previous studies about the two novels and about the themes of patriotism, courage and relationship through love and friendship.
5. Compared and contrasted the two previously mentioned novels based on the three themes: patriotism, courage and relationship through love and friendship.
6. Discussed the findings.
7. Came to conclusions about the three themes in the two novels.
8. Documented the references of the books, articles and web sources based on the APA style.

## Chapter Four

### Discussion and Analysis

#### 4.1 Introduction

This chapter I will discuss the main questions of the study by showing how courage, relationship through friendship and love and patriotism are represented in *Hemingway's* novel *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952) in the context of *Modernism*. Here, we start with the theme of *courage*.

#### 4.2. Analysis of ‘A Farewell to Arms Theme’

##### 4.2.1 Courage

Based on this definition *courage* is, roughly speaking, a quality inside a person's mind which enables him/her to face difficulty and pain by having qualities such as self-possession, confidence and bravery in which it will help any person to overcome fear. In the novel *A Farewell to Arms* the character of *Frederic Henry* was a perfect example of someone who represented the theme *courage*.

*Courage* is the state and quality of mind which enables one to face danger with self-possession, confidence and bravery (Lindsay, Douglas, 2007).

*Hemingway* seems to have lost hope and determination in life because of the *World War I* events in which it was full of destruction and misery. This led him to create the character of *Frederic* to be able to describe these terrible events in *A Farewell to Arms*. *Frederic* shows that hope and determination are missing in life because of the war.

(Rashid, Aminur, 2013) discusses that in *A Farewell to Arms*, *Frederic* realizes that there is no sign of hope and meaning in pursuing the voraciousness of the ruthless war. This indicates that *A Farewell to Arms* represents *Hemingway's* vision of the world which

was full of brutality and discouragement expressed through *Frederic's* explanation of the nature of the war in the novel.

In the novel, *Frederic Henry* tries to fight the difficult obstacles that he has to face in life such as the war events where he has to carry dead bodies and face other obstacles that come in his way because he wants to save his love affair with *Catherine* by all means. However, eventually, he loses the battle with the universe when she dies at the end of the story.

Neupane (2006) points out that *Henry* searches for the meaning and order through fighting the meaningless life and through his fight for his love of *Catherine* among many other things. Nevertheless, the indifferent universe challenges their love many times and wins with the death of *Catherine*.

The events in the novel relate to the *Modernist* period because during that period, people lost hope and faith in achieving any goals that they wanted because of the war and its aftermath. In fact, *Hemingway* addresses the people of the *Post-War* era and tries to encourage them to fight for what they love even if they will not be able to achieve it due to the difficult circumstances or obstacles they may face, just like what he did. In the novella, he tries to fight the universe in order to save his love of *Catherine*, but eventually he fails the challenge and loses *Catherine*. The novel reflects the spirit of the *Modernism*; therefore, it tells the people of the *Modernist* period that they should neither back down nor fear something when fighting for their goals. If they were not able to achieve them, they should be happy because they had at least tried their best to achieve them just like *Frederic* in the novel.

In the novel, *Henry* seems to be against anything that is related to religious faith because he does not have any religious belief. He even denies that God exists as he believes that God is dead. Finally, he goes to the war events as an ambulance driver refusing people without thinking if his beliefs allow him to participate in the war events. This shows us that *Frederic Henry* has a strong personality because he chose to participate in the war without letting anything related to religious belief influence his decision.

Neupane (2006) illustrates that In *A Farewell to Arms*, *Henry* stands against religious faith such as *Nietzsche* as a rebellion in which he challenges the contemporary religious world by announcing that God is dead; therefore, Christianity has no effect on him while he refuses human beings from war.

From the quotation above, it can be linked with the *Modernist* period because people who participated in the war never cared about their religion by not listening to what priests had to say about them participating in the war because the priests said nothing about whether people were committing good or bad deeds when killing other people or whether *God* was happy or angry about the killing of many harmless people. This was witnessed in *A Farewell to Arms* since *Frederic Henry* participates in the war events while being completely ignorant of the existence of religion and *God*.

*Frederic Henry* was the protagonist of the story who worked as an ambulance driver in the *Austrian* and *Italian* front where he narrates to us the events of the *World War I*. He is described as an ambitious and courageous man because he survived the horror events of the *World War I*.

Herba (2012) illustrates that *Frederic Henry* was an *American Lieutenant* who volunteered as an ambulance driver in the *Austrian & Italian front* where he was

courageous and ambitious man who managed to survive the horrors of the *World War I* and he was the narrator and the main character of the novel.

While *Frederic* was serving in the army, he had an ambulance driver named *Passini*. They went together on duty at *Palva* which was filled up with trenches and *Austrian* observation balloons hanging above the hills. During that time, they got seriously injured by a trench mortar which exploded through the dugout. As a result, *Frederic* and *Passini* could not breathe or move their legs. Therefore, *Frederic* tried to sacrifice his life by trying to get close to *Passini* so he could put a tourniquet on his legs, but unfortunately *Frederic* could not move; as a result, *Passini*'s died.

“I tried to get closer to *Passini* to try to put a tourniquet on the legs, but I could not move. I tried again and my legs moved a little. I could pull backwards along with my arms and elbows. *Passini* was quiet now.” (Hemingway, p. 44).

During the war, people and soldiers did not have the courage to help one another and neither did they try to be courageous because the war was full of destruction and killing where some soldiers killed other soldiers without caring if they were related to each other or if they were friends. At the same time, others hid in shelters in order to avoid participating in the war. People did not have the characteristic of courage in participating in the war events neither did they sacrifice themselves to save family and friends who were close to them and also suffered from the war. This is because people in that period were surrounded by death.

In the above quotation, *Hemingway* tries to illustrate to the people of the that era that they should be brave to participate in the war and to overcome the fear of death and to care about saving the people who are close to them such as family or friends because they



only live once. *Frederic* shows this in the novel by being brave enough to participate in the war and by having heroic characteristics in sacrificing his life when he tried to save his friend *Passini* from the war dugout.

#### ***4.2.2 Relationship of love between Henry and Catherine***

The theme of love is represented in *A Farewell to Arms* (1929) between *Frederic Henry* and *Catherine Barkley*. Here we discuss how the love relationship between *Henry* and *Catherine* is represented in *A Farewell to Arms*.

The word love can be understood as a powerful feeling of affection that any person could have. However, it can be devastating to one's life as well as to other people's lives.

Assadnassab, (2005) illustrates that no one must trust love totally because it could be taken away easily when you love to do something good for another person.

In *A Farewell to Arms* (1929), love happens between two characters who are *Frederic Henry* an ambulance driver and *Catherine Barkley*, an English nurse. It happens during a hard time, wartime. Thus, love starts when *Frederic* is injured and is put in the hospital.

In chapter five of the novel, *Fredric* met *Catherine* in the garden where they were discussing things related to war and elaborating about what is *Catherine's* job in the war. Suddenly, they start to look at each other. *Fredric* wants to kiss *Catherine* in the garden, but *Catherine* slaps *Fredric* which caused his tears to drop. This incident indicates that love starts to develop between *Fredric* and *Catherine* as *Fredric* has an interest in *Catherine*, but she is not ready yet to fall in love with *him* because she does not feel comfortable about it all.

“Yes, I said, please, I leaned forward in the dark to kiss her, and there was a sharp stinging flash. She had slapped my face hard. Her hand bit my nose and eyes, and tears came in my eyes from the reflex.” (Hemingway, p. 23).

During the *Post-war* era, love relationships between people at that time is meaningless because it took place during the cruel events of the *World War I*; therefore, people are afraid of getting involved in a relationship because they won't bear the loss of their beloved ones. Nonetheless, they have a fake relationship with one another in order to fill their own desires.

*Catherine* is not ready yet to get engaged in a relationship with *Henry* because later in the novel we find that she lost her fiancé in the war. Also, *Henry* is trying to take advantage of *Catherine* because she is feeling lonely after her fiancé died in the war. So, he tries to kiss her in order to fulfill his own pleasure and to make *Catherine* feel better.

*Fredric* meets with *Catherine* for the second time in chapter six in the novel where they are walking under the trees holding each other's hand. *Frederic* kisses her and when he has kissed her, he starts to tell her that he loves her, and making fake promises by telling her that he will always come back for her.

“We were off the driveway, walking under the trees. I took her hands, then stopped and kissed her. She looked at me, “And you love me? “Yes”, “Oh darling, you have come back, have not you? “Yes”, “I love you so and it's been awful. You won't go away? “No. I will always come back.” (Hemingway, p. 26).

In the *Post war era*, love relationships weren't taken seriously because people only love one another in order to satisfy their own pleasure and desires by saying nice words that they do not mean. Thus, this quotation reflects love between *Henry* and *Catherine*

where he is telling her that he loves her in order to get close to her so he can fulfill his desires. We know that *Henry* does not really love her when he tells her in the novel that he does love her and makes fake promises telling *Catherine* that he will always be by her side. However, this shows how love is developing between *Henry* and *Catherine*.

*Herba* (2012) illustrates that *Catherine* was *Henry's* girlfriend who worked as a nurse in a hospital in *Italy* where she took care of the wounded soldiers. She was characterized as a sensitive, passionate and a beautiful woman who felt sorrows and horror of the war; therefore, she died at the end of the novel during a difficult labor which made *Frederick's* dream of a happy and long-life shatter.

In chapter eight, *Catherine* shows us how she cares about *Fredric's* going back to the front because in that chapter he goes to the *British* hospital to see her before going back to duty; so, *Catherine* gives him a lucky necklace that brings luck to a person which is called the *Saint Anthony*. She finds it useful for protecting a person. She gives it to *Fredric*, and this shows us how she cares about his safety by giving him the *Saint Anthony* necklace.

“I was riding in the first car and as we passed the entry to the British hospital, I told the driver to stop. I got out and told the driver to go on. She was unclasping something from her neck. She put it in my hand. “It’s a Saint Anthony,” she said. “And come tomorrow night.”, “No, but they say Saint Anthony’s very useful.” (Hemingway. 35).

As I have discussed above, people in the *Modernist* period do not believe in relationship because they take advantage of it in order to fulfill their desires; however, from that quotation above *Hemingway* wants to show us despite living the *World War I*

when people only care about themselves, he gives us a little bit of enlightenment that in the *Modernist* period especially during the *World War I*, one may find a person who cares about his/her life, and he shows this in the novel by telling us about how *Catherine* cares about his life by giving him the *Saint Anthony* necklace to bring good luck.

*Hemingway's* representations of love can be read as the author's endeavors to hold tight to his belief in human values such as love despite the decline of such values during and following the war. Furthermore, love can be seen as an invitation from Hemingway to keep and sustain human principles and relationships.

Chapter fourteen witnesses deep love between *Fredric* and *Catherine* because as soon she comes to the hospital in *Milan* while *Fredric* is injured, he feels happy to see her. All the pain inside him is gone. After she comes back to hospital, he kisses her, and he feels that her heart is beating. So, this event kindles love between them, and we see how he really feels towards her.

“She came in the room and over to the bed. “Hello, darling,’ she said. She looked fresh and young and very beautiful. I thought I had never seen anyone so beautiful. “When I saw her, I was in love with her. Everything turned over inside me. She looked towards the door, saw there was no one, then she sat on the side of the bed and leaned over and kissed me. I pulled her down and kissed her and felt her heart beating.” (Hemingway, p. 69).

Love relationships sometime appears as something cruel for people in the *Modernist* period especially in the war where beloved ones get injured or killed in the war; therefore, people in that era do not bear getting involved in such serious relationships because no one will eventually care about them, and they do not bear losing a close person. Thus, in

the quotation above *Hemingway* wants to give a little hope for the people in that era that there is still someone who may care about you. This could be proven by *Catherine* checking on *Henry* while he is injured. So, he falls in love with her because she cares about him.

*Assadnassab* (2005) elaborates in *A Farewell to Arms* that *Catherine* emerges as the true heroic figure of the book because of her willingness to submerge herself in a personal relationship which is far from being a sign of female weakness; therefore, she is determined to forge a meaningful and orderly existence in which all the traditional notions of meaning and order had been shattered.

*Catherine* is considered a heroic figure in the novel because she has a strong personality that shows no sign of weakness by having a love relationship with *Frederic Henry* in which she broke all the traditional beliefs of her time.

In chapter sixteen, *Catherine* proves her love to *Frederic* by vowing to him that she is going to do whatever he wants her to do and to be loyal to him so that he will not need to look for another girl other than her; so, from here we can notice that *Catherine* is willing to do anything to please *Frederic* because she wants to keep her relationship with him strong.

“But I will. I will say just what you wish, and I will do what you wish and then you will never want any other girls, will you? She looked at me very happily. “I will do what you want and say what you want and then I will be a great success, wo not I?” (Hemingway, p. 79).

True love is really hard to find in daily life especially in the *Modernist* period where people pretend love just for pleasure. Thus, in the quotation above *Hemingway* wants to

keep on giving the people of the *Post-War* era some hope that there is still someone that loves you, someone who will do whatever it takes to keep their love relationship strong with you. This is shown when *Catherine* vows *Henry* that she will do whatever he wants her to do and to be loyal to him in order to save their strong love relationship.

As soon as *Henry* and *Catherine* start their love affair, *Catherine* becomes pregnant, and she informs him about it before going back to the front. *Henry* felt that it is his responsibility that he must take care of *Catherine* and the baby. So, he tries to escape war by not participating in it. As a result, he plans to travel to *Switzerland* with the help of *Emilio* before the *Italian* military police could arrest him. He did this because he wants to live a happy life with him (Assadnassab, 2005).

People in the *Post-War* era lost hope in love or in having a serious relationship. So, in the quote above *Hemingway* teaches people of the *Post-War* era a lesson; to fight for their true love by making difficult decisions such as dying in war without having one's beloved next to them or finding a way to escape the obstacles that stands in their way in order to be close to their beloved. This is exactly what *Frederic* has done as he decides to escape the war in order to be close to *Catherine* and the baby.

#### **4.2.3 Patriotism**

Here I will discuss how *patriotism* is represented in *A Farewell to Arms*. Nonetheless, it is worth to know what patriotism is beforehand.

Patriotism is a feeling of deep love for the motherland which is based on awareness of citizenship and loyalty that one is so willing to sacrifice his life for his homeland. Through Patriotism, the nation will be strong, brave, mentally, emotionally and physically in the form of national security and the challenges ahead. (Aziz, 2017).

Hrba (2012) points out that *Frederic Henry* who was an *American Lieutenant* volunteered to be an ambulance driver in the *Austrian & Italian front*. He is courageous and ambitious man who manages to survive the horrors of the *World War I*. In addition, he is the narrator and the main character of the novella.

In chapter one, *Henry* shows his attitude towards the unpleasant and difficult pain that the *Italian* army suffered from the terrible winter season. He tells us that with rain coming, a disease named ‘cholera’ has spread among them; as a result, it led to the death of seven thousand soldiers of the army. Consequently, we see that the narrator feels really pity for the soldiers who have died at war during the outbreak of the disease.

“At the start of the winter came the permanent rain, and with the rain and with the rain came the cholera. But it was checked and, in the end, only seven thousand died of it in the army.” (Hemingway, p. 8).

The loss of patriotism in the *Post-War* era among people in power is sorrow and pity especially during the war. Politicians and government people in that era cares about saving their own lives by making men and young children fight their battles against the foreign colonizers that are willing to take control of their country; Thus, they show us how coward they are by not fighting in the war.

Despite *Frederic Henry* being an *American*, he shows us how he loves the country *Italy* by narrating the terrible things that the *Italian* soldiers are facing and showing us that he feels so pity for them because many *Italian* soldiers died in war from the cholera.

In chapter two of the novel, patriotism is represented through the priest because he keeps on telling *Henry* to go to his hometown *Abruzzi* where he could spend time with his family, see the culture and civilization of the country and enjoy the wonderful view

that *Abruzzi* has. So, from this we can see how the priest has an emotional feeling to his country *Abruzzi* by describing it to *Henry*.

“I would like you to see *Abruzzi* and visit my family at Capracota, said the priest.

“Listen to him talk about the *Abruzzi*. There is more snow there than here. He does not want to see peasants. Let him go to the centers of culture and civilization.” (Hemingway, p. 10).

From the above quotation, the priest shows us how much he loves and misses his country *Abruzzi* where he has spent wonderful times with his family. During *World War I* which took place in the *Modernist* period, many men and young children must leave their families in order to fight for their countries safety because they must protect their family’s dignity from the colonizers who want to take control of their country. During their time in the *World War I*, most of them think about the wonderful images that they have spent in their countries with their beloved ones and how they hope that the war will end soon in order to go back to their country and to spend time with the people they love.

(Rashid, 2013) argues that in the war, the character of *Frederic Henry* takes the chance in participating in the war where he tells *Rinaldi* that “*America is in the war*”. However, though seeing how the soldiers are crying out their blood injuries, he fails to die inside the battle because he is really terrified by the cruel destruction that happens to the soldiers.

In the novel, *Frederic* expresses how sad and hopeless he is after being injured in the war. He blames himself for listening to the people in power because they convinced him and other soldiers to participate in the *War*, which may bring them fame and heroism by participating in it. Yet, he and the other soldiers find the opposite of what the powerful



people in the government tell them about war because they suffer from injuries and killings that have happened in the trenches.

Henry Feels miserable and hopeless where he was convinced by patriotic fervor to embrace military service as a path to masculine feats of heroism where most soldiers discovered that war meant waiting in a trench to be shelled (Debnath, 2017).

The higher ranks in the army and famous political figures in the government played an important part in the *Modernist* period, especially in the events of *World War I*. They influenced men and young children of the country to participate in war by telling them about the good things that happen in war like: gaining fame, heroism and receiving medals for their participation in war; therefore, most of the men have listened to these influential people in the society; however, they found out the opposite things that they have said about war such as the terrifying and destructive killing that happens in it. From the previous quotations, *Frederic* expresses both his sadness and hopelessness by blaming himself for listening to those powerful political people in the government because he gets injured in the war and sees terrifying and destructive things that *World War I* has brought.

### **4.3 The Old Man and the Sea Theme Analysis**

#### **4.3.1 Courage**

This part of the thesis I will tackle the main questions of the study by showing how courage, relationship through friendship and patriotism which are represented in *Hemingway's* novel *The Old Man and The Sea* (1952) in the context of existentialism in having a better life for the people who manage to spend time during and after the *Modernist* period especially in the *World War I*, but before doing so, let's see what courage means.

*Courage* is an important characteristic because if a man or any person wants to overcome any obstacle that they might encounter, then they need to have the quality of courage.

(Wan, Yongkun ,2019) illustrates that *Hemingway* places emphasis on courage as one of the most important things in man's life and has explored courage in many forms.

*Nurayu* (2018) describes the old man *Santiago* as someone who is thin and haggard with deep wrinkles in the back of the neck. His face is covered with blotched on its sides with a benevolent cancer because it is constantly exposed to the harsh sun. His hands are marked by scars.

From the quotation above, *Santiago's* physical appearance is a creepy one because he is described as a skinny and exhausted person in which his back of the neck is covered with deep wrinkles, his face is covered with harmless marks on its side because his face is exposed to the sun and his hands are covered with wounded scars. With such a physical appearance, *Hemingway* tries to present *Santiago* as a courageous person who is full of determination in achieving his goals in life.

The old fishermen *Santiago* struggles for many days in the sea hoping to catch a large fish and despite the obstacles that he faces such as tiredness and being alone at the sea, he is determined not to give up catching it even if he must wait for a long time to capture it.

*Nurayu* (2018) elaborates that *Santiago's* unyielding stance was clearly visible when he struggled for several days to conquer a large fish catch where he will not surrender even though he must be alone and take a long time in order to conquer the fish.

After *World War I*, people completely lost hope in life with regard to achieving certain dreams or goals that any person may have because of the cruel destruction that the *War* left. Here, *Hemingway* is trying to motivate the people of that era by showing them an enlightenment that there is still a desire in achieving one's goals or future dreams. In order to achieve them, one needs to be patient and to be ready for challenging any obstacles that wait for them in life because the goals or dreams that one wants to achieve in life need time and sacrifice.

*Naurayu* (2018) discusses that *Santiago* is represented in the novella as *Hemingway*, who was searching for heroic aspects in the face of the human tragedy. *Santiago* was described as heroic and optimistic character who was full of enthusiastic ideas.

In the novella, *Santiago* is described as a person who is courageous and able to defy all challenges that may prevent him from achieving his aim in life. Thus, he is described through the voice of *Hemingway* as heroic, optimistic and full of passionate ideas.

*Santiago* has planned to stay in the deep water for a little bit longer where he wants to catch a very big fish that other fishermen could not have the chance to catch. So, he goes to the middle of the deep sea where he is willing to challenge all the traps that the sea has in hope of capturing a decent fish.

“His choice had been to stay in the deep dark water far out beyond all snares and traps and treacheries. My choice was to go there to find him beyond all people”  
(Hemingway, p. 50).

Determination and taking risk to achieve objectives in life that a person might dream of is missing during and after *World War I* and in the *Post-War* era. The people did not have qualities of courage to achieve anything good in life. Thus, the quotation above

shows how *Hemingway* keeps on encouraging the people of that era that determination and taking risks are two important characteristics that help achieve any objectives that a person may dream of. *Santiago* really takes a tough decision to go to the dark deep water of the sea in hope of catching a huge fish.

The old fisherman tells us that the *Marlin* fish was a big one that it pulled the boat in a rough way. The old man is willing to have a battle with it using his own experience to overcome the fish and to capture it with him. In other words, *Santiago* is willing to sacrifice his life in order to capture the big *Marlin* fish.

This fish is so big which it pulls his boat along; therefore, *Santiago* hooks the giant *Marlin* where he determines to wear this fish out by playing a very strategic game of tug war in which *Santiago* engages in a battle with the fish that lasts for two days and two nights (Sharma, 2016).

Ambition and courage are other important characteristics that a person must have regardless of his/her age because these two characteristics play an important role in accomplishing the future plans that any person hopes to accomplish in life. This is exactly what is missing in people of the *Post-War* era. From the hard conflict that he has with the *Marlin* fish, *Santiago* shows us that he has a minded game and a tug war with the fish in order to indicate it. Both ambition and courage are really important characteristics that any person must have because without them one will not be able to achieve their plans.

*Santiago* appears as a courageous person after he achieves his goal by capturing the *Marlin* fish which gives him a hard time doing so. However, he finds himself in a more difficult situation because there are many sharks that surround the boat since they want to eat the *Marlin* fish. Nevertheless, the old man refuses to surrender the fish to them

because the catch he made is unavoidable; therefore, he continues to fight the sharks in order to prevent them from eating the *Marlin* fish. In the end, the sharks could eat the fish and leave its skeleton.

Sabudu (2020) illustrates that *Santiago's* courage and perseverance are illustrated when he tries to fight the sharks because he is a fisherman who knows that the fate of his catch was unavoidable; therefore, he continues to fight against the sharks.

To have a better life and achieve goals, one needs to exert hard efforts and have strong traits such as courage and sacrifice because without these two qualities, no one will be able to plan or hope for a better life. From the quotation above, *Hemingway* is giving a clear message to the people of that era by telling them that if you are hoping for a better life, you need to work hard for it and to have courage and sacrifice to overcome any obstacles that will prevent you from achieving your dream goals.

#### ***4.3.2 Relationship of Friendship between Santiago and Manolin***

The theme *friendship* is expressed in *The Old Man and The Sea* between *Santiago* and *Manolin*. Here, we discuss how strong the friendship between *Santiago* and *Manolin* is. Let's first discuss the term friendship.

Friendship between people could happen suddenly in life without planning for it because they could meet one another in different cultural places and in different times of age with the absence of any social conflict in life.

(Feher, Beverly, 1995) elaborates that people seek friendship between one another in a spontaneous way; therefore, they proximity seek it with the absence of strong social pressures in life.

In *The Old Man and The Sea*, friendship is established between *Manolin* and *Santiago*. Such friendship shows the people of that era that there is still hope in finding a true friend after the *Modernist* period and what happened after the *World War I*.

*Nurayu* (2018) points out that *Manolin* is the only companion that *Santiago* has. The old man teaches the boy everything he knows about fishing; so, the boy usually goes to the sea with the old man. However, the boy's parents forbid him to see the old man because of his bad luck that he could not catch any fish for eighty-four days. *Santiago* teaches *Manolin* everything he knows about fishing because *Santiago* loves and respects the boy a lot.

The boy is forced to go to work with other successful fisherman, but the boy is not happy about the decision because he really loves *Santiago* a lot and he looks up to him as his mentor. However, the boy cannot do anything about it because he must obey his parents, but he promises *Santiago* this that when they reunite together, he will ask *Santiago* to tell him about baseball stories.

The conflict between *Manolin* and his father led his father to take him away from *Santiago*, but the boy wants to keep his relationship with *Santiago* by telling him When I come back, you can tell me about the baseball. (Lee, 2015).

The value of friendship during and after the *Post-War* era has vanished because people during and after the *World War I* lost hope in having a true friend since everyone at that time cares about survival and cares about their own purposes. They even ignored the people who are close to them such as their friends and family; however, *Hemingway* wants to show the people during and after the *Modernist* period that there is still hope to

find a true friend that is willing to challenge all obstacles in order to stay with you. This was shown by *Santiago-Manolin* friendship.

*Manolin* is the only friend and companion that *Santiago* has in the novel where they spend time together by sailing out in the sea to catch fishes. *Santiago* teaches him everything that he knows about fishing because he enjoys the boy's companion, and he trusts him (Sinaga, 2007).

Having a true friend in which a person can trust and enjoy their companion is a very hard thing to find during and after the *Modernist* period especially in and after *World War I* because people are busy to save their own life from the war in hope to build a better life for themselves. For that, they may take advantage of the people who are close for their own interest. However, in *The Old Man and The Sea*, *Santiago* is ambitious and determine. His character reflects the willingness to trust others either during or after the *Post-War* era in which it was very hard to find a person that one can trust or hang out or share secrets.

Furthermore, *Nurayu* (2018) illustrates that *Manolin* still provides the old man with food and baits when he needs them, and he appreciates the spirit and skill that *Santiago* had taught him. Despite the bad luck that *Santiago* had, *Manolin* was determined to stay with him because he is loyal.

*Manolin* plays an important supporter for *Santiago* because he really appreciates the passion and skills that he has. Despite being forbidden to see him again by his parents, *Manolin* always provides him with whatever he needs such as food and bait because he really admires him a lot as his best friend.

When *Santiago* was going to the sea harbor, *Manolin* is the only person to welcome and greet him at the harbor and so he helped the old man carry his things to the skiff. He also made sure that the old man had food to eat by getting his food from a restaurant owner named *Martin*. *Manolin* used to help *Santiago* pull in his boat in the evening. This all shows how *Manolin* is a true friend to *Santiago* (Sinaga, 2007).

A caring or a true friend was something that everyone hoped to have during and after the *Post-War* era because people lost faith in values such as love and friendship. During *World War I*, beloved ones are killed in the war. These circumstances made people think that it was difficult to find a replaceable person that would love them as they used to have in the past. People in the post-war era only care about taking advantage of other people in order to fulfill their own pleasures. However, *Hemingway* wants to show the people that during and after the *Modernist* period there is still hope of having a new friend that will love you and take care of you as your previous beloved ones.

*Sabudu* (2020) mentions that the boy *Manolin* was a boy full of commitment as he stays loyal to his mentor *Santiago*. *Manloin* is a young person who did not act as a young man since he shows maturity and sensitivity to others' feelings.

*Manolin* shows strong friendship between himself and *Santiago* by staying committed to his master and being his best friend from the beginning and until the end of the novel. *Manolin* supports *Santiago* with whatever he needs and by providing positive feelings towards him because he believes that he can catch a great fish that will save his fishing career.

Since the friendship between *Santiago* and *Manolin* is so close and strong, the old man wishes that the boy is with him when he is facing the *Marlin* fish because he is too



old to keep hold of it. He needs a younger person to hold it instead of him, so he wishes that *Manolin* is with him because he taught him everything that he knows about fishing, and he trusts him since they are close friends.

“If they boy were here, he could rub it for me and loosen it down from the forearm, he thought. But it will loosen up.” (Hemingway, p. 62).

In difficult circumstances, we all need a friend that can help us with our problems that we face and to be with us whenever we need them. People during and after the *Modernist* period did not have a trustworthy friend that would be by their side whenever they needed it because at that time people’s own interests came first because they wanted to survive during and after the war. *Santiago* teaches people of that era a moral by insisting that there is a big desire in having a person that cares about you especially during and after the *Post-War* era; therefore, people only need to interact with each other and take risks in order to build up a true relationship between them.

#### **4.3.3 Patriotism**

This section of the thesis I will elaborate how patriotism is explored in *The Old Man and The Sea*. In *The Old Man and The Sea* (1952), *Hemingway* provides a new and different image of patriotism where he tries to tell people that patriotism is not only about participating in war, but it is also about showing how a person loves their country by talking about its wonderful nature to give people an enlightenment of better things one can find in a country.

In *The Old Man and The Sea*, *Santiago* shows us how he knows *Cuba* well by telling us that the perfect nature and month to catch fish is *September* because he always goes fishing in *September*. This shows us how *Santiago* knows the suitable weather season in *Cuba* to catch big fish.

“Santiago is a true fisherman that has knowledge of nature; therefore, he knows when to go fishing because he goes fishing in September when the great fish comes, “Remember we are in September; The month when the great fish come.” (Hemingway, p. 18).

After *World War I* that occurred in the *Modernist* period, the atmosphere of the nature was gloomy, dark and full of disease because people in the era lost hope in having a better life in enjoying the wonderful view that the country has to offer. *Hemingway* from the above quotations wants to give hope for the people in that era despite the destructions that wars cause in ruining the environment of the country, there is still hope that life will get better by looking at its nature because nature can provide some clues or hints for people in telling them that great things will come to you one day. This is what happened to *Santiago* who hoped that in *September* he will catch a great fish.

In *The Old Man and The Sea* (1952), *Santiago* enjoys the wonderful nature of *Cuba* by telling us about the movement of the birds in the sky and how the birds are going to land in a place in the sea where they see something moving in the water. *Santiago* wants to take this opportunity and to follow the bird’s movement in hope to catch a great fish.

*Santiago* notices that the bird has spied on something in the water in which it sees a man of war bird overhead; therefore, he follows the bird rowing farther and farther out where he drops his lines near the areas that the bird is spying on (Sinaga, 2007).

Enjoying the wonderful nature that the country has to offer during and after *World War I* in the *Post-War* era is something missing because people are trying to survive the cruelty of the *World War I* by picking themselves up in hoping to have a better life;

therefore, they do not have time to enjoy the wonderful nature of the country because they only want to survive.

From the quotation above *Hemingway* wants to keep on giving hope for the people during and after the *Modernist* period that there is still hope of having a better life coming to them by looking at the species of the nature because the species of the nature can provide hints and hope through their movement in nature that there is something great coming. This happened in the novella when the birds gave *Santiago* a hint of a place where he can go and catch great fish.

*Santiago* shows us how he is full of love and passion for the sea where he describes it as a woman and illustrates the movement of the sea in which it acts in a wicked and wild way. He becomes familiarized with the movement of it, and he is attracted to its magnificent view.

“He always thought of the sea as la mar which is what people call it in Spanish when they love the sea. Thus, the old man thought of it as feminine and as something that gave or withheld great favors, and if she could help them.”  
(Hemingway, p. 30).

People during and after the *Modernist* period wishes that they have time to enjoy the wonderful nature by looking and talking to it so they can express their own feelings towards it in hope that it understands the miserable life that they have suffered from that era and by asking it for a better life to come in the future. *Santiago* keeps on giving an enlightenment for the people that one day everything bad in life will come to an end and they will have enough time to glaze at the nature's beauty and to talk to it as *Santiago* did.

Despite the atrocities caused by *World War One* and *World War Two*, *Hemingway* presents characters who cling tightly to life and believe in love. In fact, Santiago reflected his determination and love for life and nature in several places in the novel.

#### **4.4 Comparison and Contrast between Hemingway's two novels: A Farewell to Arms and The Old Man and The Sea in the relation of the themes**

Despite the enormous differences between *Hemingway's* novel *A Farewell to Arms* (1929) and the novella *The Old Man and The Sea* (1952) in terms of cultural background and era, there are some things in common. In this part of the thesis, we will talk about the similarities in the light of the protagonist, relationships and patriotism that the two novels have in common and the differences in the light of the themes of courage, patriotism, and relationship.

##### ***4.4.1 Similarities between the Two Novels in the Relation of the Themes***

To begin with, the two novels *A Farewell to Arms* and *The Old Man and The Sea* are written by *Hemingway* who wrote *A Farewell to Arms* in 1929 during the events of *World War I* while *The Old Man and The Sea* was written in 1951 during his time in *Cuba*.

In addition, *A Farewell to Arms* and *The Old Man and The Sea* have only one protagonist each narrating the novel that represents the orders of *Hemingway* himself. In *A Farewell to Arms*, the protagonist is *Frederic Henry* who follows the orders of *Hemingway* by telling us about his experience in the *World War I*. On the other hand, in *The Old Man and The Sea*, *Santiago* is the protagonist who follows the orders of *Hemingway* in which he tells us about an old *Cuban* fisherman who struggles in catching a giant *Marlin* fish far out in the *Gulf Stream* of *Cuba*.

Furthermore, the characteristic of caring in the light of the theme relationship through love and friendship is found in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952). In *A Farewell to Arms*, Catherine shows us how she cares about Henry's life when he is going back to the front by giving him the necklace of *Saint Anthony* which gives a person luck in difficult times.

“I was riding in the first car and as we passed the entry to the British hospital, I told the driver to stop. I got out and told the driver to go on. She was unclasping something from her neck. She put it in my hand. “It’s a Saint Anthony,” she said: “And come tomorrow night.” “No, but they say a Saint Anthony’s very useful.” (Hemingway. 35).

On the other hand, in *The Old Man and The Sea* (1952), Manolin shows us how he cares about his friend and mentor *Santiago* where he provides him with food and baits whenever he needs them, and he helps him carry his sailing equipment to the boat in order to help him get ready from his solo adventure in the sea.

Manolin always welcomes Santiago to the harbor where he helps him carry things from the skiff, he makes sure that the old fisherman has food to eat by managing it from Martin. Also, Manolin still helps Santiago pull in his boat in the evening and provides the old man with food and baits when he needs it (Sinaga, 2007).

Finally, the theme patriotism in *A Farewell to Arms* and *The Old Man and The Sea* is found alike because in novels, we witness how some characters expressed their deep love and passion of their country and in *A Farewell to Arms* (1929) the priest shows us how he was so deeply in love with his country *Abruzzi* which he describes as having

wonderful nature and culture. He recommends *Henry* to visit it, and this showed us how the priest was in love with his country *Abruzzi*.

“I would like you to see Abruzzi and visit my family at Capracota, said the priest.

“Listen to him talk about the Abruzzi. There is more snow there than here. He does not want to see peasants. Let him go to the centers of culture and civilization.” (Hemingway, p. 10).

On the other hand, in *The Old Man and The Sea* *Santiago* shows us how he is full of love and passion for the sea which he describes as a woman and illustrates the movement of the sea that acts in a wicked and wild way. Thus, *Santiago* becomes familiar with the movement of the sea because he is attracted by its magnificent view. It also shows how he is attracted to the wonderful sites that *Cuba* had especially its sea.

“He always thought of the sea as la mar which is what people call it in Spanish when they love it. But the old man thought of it as feminine and as something that gave or withheld great favors, and if she could not help them.” (Hemingway, p. 30).

*Hemingway* tries to present characters who can manifest patriotism through their true love and admiration for their country. He, however, does not present patriotism in *The Old Man and The Sea* (1952) as a violent act in which a person is involved as in a military action, but presents it in the idea of a person talking about the beauty of the country he lives in.

#### 4.4.2 Differences between the Two Novels In Relation To the Themes

##### 4.3.2.1 Courage

In the novel *A Farewell to Arms* (1929), the theme *courage* is represented by the character *Frederic Henry* who is serving as an ambulance driver and has an ambulance driver named *Passini* working for him. They go together on a duty to *Palva* which is filled up with trenches and *Austrian* observation balloons hanging above the hills. During that time, they get seriously injured by a trench mortar which explodes in the dugout. As a result, *Frederic* could not move his legs or breathe and *Passini* could not breath or move either. Thus, he tried to sacrifice his life by trying to get close to his friend in order to put a tourniquet on his legs, but unfortunately *Frederic* could not move and *Passini* died. So, the theme courage in the novel is represented through the events of *World War I* which took place during the *Modernist* Period.

“I tried to get closer to Passini to try to put a tourniquet on the legs, but I could not move. I tried again and my legs moved a little. I could pull backwards along with my arms and elbows. Passini was quiet now.” (Hemingway, p. 44).

On the other hand, in *The Old Man and The Sea* (1952), the theme courage is represented by *Santiago* who has planned to stay in the deep water for a little bit longer where he wants to catch a decent fish that other fishermen could not have the chance to catch; however, he goes to the middle of the deep sea to challenge all the traps that the sea has to offer for him in hope to capture a decent fish. The theme courage in the novel is represented by the sea that after the events of *World War I* there is still hope in achieving your goals by having characteristics such ambition and taking risks to achieve goals.

“His choice had been to stay in the deep dark water far out beyond all snares and traps and treacheries. My choice was to go there to find him beyond all people.”  
(Hemingway, p. 50).

#### 4.3.2.2 *Relationship through love and friendship*

The theme of relationship through love in *A Farewell to Arms* appears between *Fredric* and *Catherine*. He encounters *Catherine* in chapter six where they are walking under the trees holding each other's hand. *Frederic* kisses her and when he did so, he starts to tell her that he loves her, and by making fake promises and saying that he will always come back for her.

Therefore, the theme relationship through love in *A Farewell to Arms* (1929) is not serious at first because *Frederic* is taking advantage of *Catherine* by telling her that he loves her. He is just saying these things in order to fulfill his desires and pleasures. This shows us how in the *Modernist* period, people did not take love relationships seriously. People faked love in order to satisfy their own pleasures and desires by saying nice words that they do not mean.

“We were off the driveway, walking under the trees. I took her hands, then stopped and kissed her. She looked at me, “And you love me? “Yes”, “Oh darling, you have come back, have not you? “Yes”, “I love you so and it's been awful. You wo not go away? “No. I will always come back.” (Hemingway, p. 26).

On the other hand, the theme relationship through friendship is posed in *The Old Man and The Sea* (1952) between *Santiago* and *Manolin* where he is the only friend and companion that *Santiago* has in the novel. They spend time together by sailing out in the sea to catch fish; therefore, *Santiago* teaches him everything he knows about fishing because he enjoys the boy's company, and he trusts him. Thus, *Manolin* and *Santiago*



want to show the people of that era that there is still hope of finding a true friend especially after *World War II*.

Sinago, (2007), elaborates that Santiago's only friend and companion is Manolin; therefore, he teaches him to fish and the boy uses these skills while they are out at the sea together

#### 4.3.2.3 Patriotism

In *A Farewell to Arms* (1929), the theme patriotism is explored through participating in the *World War I* where higher ranks in the army and famous political figures in the government played an important part in the *Modernist* period especially in the events of the *World War I* by influencing men and young children of the country to participate in the war and by telling them about the good things that happen in war like: gaining fame, heroism and receiving medals for their participation in war. In the novel *Frederic* expresses how sad and hopeless he is after being injured in the war. As a result, he blames himself for listening to the people in power since they convinced him and other soldiers to participate in the *war* because it will bring them fame and heroism, but eventually he and the other soldiers found the opposite of what those people in the government told them. In fact, they suffered from injuries and killings that happened in the trenches.

(Debnath, 2017) illustrates that Henry Feels miserable and hopeless where he is convinced by patriotic fervor to embrace military service as a path to masculine feats of heroism where most soldiers discovered that war meant waiting in a trench to be shelled

While the theme patriotism in *The Old Man and The Sea* (1952) is explored through the characteristic of hope in which better things will come during and after the *World War I* that happened in the *Modernist* period. This can be shown in novel where *Santiago* wants to keep on giving enlightenment for the people that during and after the *Post-War* era that there is still hope of having a better life which is coming to their way by looking at the wonderful species in nature because they can provide them with hints or hope from their movement in nature. This indicates that there is something great coming for the people and this happens in the novel when the bird gave *Santiago* a hint of the place where he can go and catch fish.

Sinaga, (2007) elaborates that Santiago notices that the bird has spied on something in the water in which it sees a man of war bird overhead; therefore, he follows the bird rowing farther and farther out where he drops his lines near the area that the bird is spying on.

All in all, this chapter has provided an overview of how the themes of patriotism, courage and relationship through love and friendship are represented in the two novels. The study compares the similarities in the light of the author, protagonist, relationship through love and friendship and patriotism that the two novels have in common. The study further contrasts the differences in the light of the themes of courage, patriotism, and relationship through love and friendship. The next chapter includes the study's conclusions and recommendations.

## Chapter Five

### 5.1 Conclusion

This thesis aimed to show how courage is represented in Hemingway's novel *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952). It also tackled love relationship between *Henry* and *Catherine* which appears in *A Farewell to Arms* and the friendship between *Santiago* and *Manolin* which is posed in *The Old Man and The Sea* and exploring patriotism in both novels.

In the light of the study, the findings are, the theme courage is completely represented in a different way in *A Farewell to Arms* (1929) and *The Old Man and The Sea* (1952) because in *A Farewell to Arms* courage is represented in the actions of the *World War I* and this is posed by *Henry* in the novel where he shows us his strong personality in dealing with the events of *World War I*. In *The Old Man and The Sea*, by contrast, the theme courage is presented through a moral lesson in giving hope illustrated by the old fishermen *Santiago* in which the action of the novel takes place in the sea where he is fighting the *Marlin* fish and the sharks in order to achieve his goal by catching a decent fish.

The second theme is relationships through love and friendship. Despite the differences that novels have, they have something in common. As for the difference, in *A Farewell to Arms* the love relationship between *Henry* and *Catherine* is not serious at all in the beginning of the novel because he wants to fulfill his desire and pleasure from *Catherine*. On the other hand, in *The Old Man and The Sea* the friendship between *Santiago* and *Manolin* is very strong because he supports his friend *Santiago* with whatever he needs from equipment and food. He shows this from the beginning of the novel until the end.

As for the similarities, the only thing that is in common between the two novels is the characteristic of caring: in the middle of *A Farewell to Arms* (1929), *Catherine* shows how she cares about *Henry's* life before he goes back to the front by giving him the necklace of the *Saint Anthony* which gives a person good luck in difficult times. In *The Old Man and The Sea* (1952), *Manolin* shows how he cares about his best friend *Santiago* by helping him out with his equipment and by providing him with food and baits whenever he needs them.

The final theme patriotism is explored between the two novels differently; however, they have something in common. *Patriotism* in *A Farewell to Arms* is represented through the events of *World War I* where *Frederic Henry* tells us how the higher ranks in the government and famous political people influence men and young children to participate in the *War* in order to gain fame and be granted medals for their participation in the war.

In *The Old Man and The Sea*, patriotism is explored by nature which gives hope for the people during and after the *War*. The novel gives hope that life will be better, and this is shown when *Santiago* tells us how the movement of the species in nature gives us hints that life will be better and that all of the terrible things that happened in *World War I* will come to an end. On the other hand, the common thing that novels have in terms of the theme patriotism is that we witness how some characters express their deep love and passion of their country and in *A Farewell to Arms* (1929) the priest shows us how he is so deeply in love with his country *Abruzzi* since he describes its wonderful landscapes and culture. He further recommends *Henry* to visit it, while in *The Old Man and The Sea* (1952) *Santiago* shows us how he is full of love and passion for the sea because he describes it as a woman and illustrates how the movement of the sea acts in a wicked and wild way. However, he is attracted to such magnificent movement.

## 5.2 Recommendations

The researcher recommends conducting further literary comparative studies between in other of *Ernest Hemingway's* two novels *The Sun Also Rises* (1926) and *For Whom the Bell Tolls* (1940) in terms of themes other than patriotism, courage and relationship through love and friendship.

Finally, the researcher also recommends studying these three themes in *Hemingway's* other novels and compare and contrast them to some Arabic novels such as *Karnak Café* by *Naguib Mahfouz* and *Arab Patriotism: The Ideology and Culture of Power in Late Ottoman Egypt* by *Adam Mestyan*

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2- [summary ww2 scholastic.pdf](#)