THE REPRESENTATION OF RACIAL DISCRIMINATION
IN THE HELP
NOVEL BY KATHRYN STOCKETT

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ABSTRACT


This thesis studies about the representation of racial discrimination in the novel of *The Help* written in 2009 by Kathryn Stockett. The writer uses qualitative method and descriptive analysis technique to analyze the novel. The writer uses theory of representation of Stuart Hall to explain the racial discrimination.

Based on the research, the writer finds that the characteristics of the two main characters, Aibileen and Minny. The racial discrimination is represented in the novel, this is related to the history of America, and this research is hoped to contribute the understanding the American novel.
APPROVAL SHEET

THE REPRESENTATION OF RACIAL DISCRIMINATION IN THE HELP NOVEL BY KATHRYN STOCKETT

A Thesis
Submitted to Letters and Humanities Faculty
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The Degree of Strata One

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LEGALIZATION

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The thesis entitled has been defended before the Letter and Humanities Faculty’s Examination Committee on October 18, 2011. It has already been accepted as a partial fulfilment of the requirements for the degree of strata one.

Jakarta, October 18, 2011

Examination Committee

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, October 2011

Maya Danastri Suastifa
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In the name of Allah, The most Gracious, The most Merciful

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The Writer
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CHAPTER I
INTRODUCTION

A. Background of The Study

Black people in America become victim of discrimination from the White. The Black are discriminated, because here are race stratification and social stratification that differentiate them from the White. The word ‘discrimination’ has a very special dark in African America life and history. The word itself is derived from the Latin noun ‘Discriminatus’ and the Latin verb ‘Discriminare’ which mean “a cry out against an offense or wrongdoing that may not clearly defined in law.”\(^1\) The African Americans discrimination means wrongdoing of white people against black people. Discrimination of the African Americans not only in one aspect, but also in many aspects of life, that can be seen in public services, such as in housing, bus or public transportation, hospital, library, education and justice.

This also can be said as racial discrimination. The first thing to insist on in discussions of ‘race’ is that there is just one human race. Human biology does not divide people into different ‘races’; it is racism (and sometimes its counter arguments) that insists on this division. In other words, ‘race’ is a cultural and historical category, a way of making difference signify between people of a variety of skin tones. What is important is not difference as such, but how it is made to signify; how it is made meaningful in terms of a social and political

hierarchy. \(^2\)This is not to deny that human beings come in different colors and with different physical features, but it is to insist that these differences do not issue meanings; they have to be made to mean. Moreover, there is no reason why skin color is more significant than hair color or the color of a person’s eyes. In other words, racism is more about signification than it is about biology.

Racial discrimination problems had ever occurred in the world that caused conflict and destroyed the reconciliation of mankind. Generally, race discrimination means as a different treatment to individual or groups, in this action tends to differentiate of humans based on their races. Racism developed beginning in the sixteenth century, several centuries later, the creation of the concept of race changed the way people perceived human differences. It imposed social meaning on physical variation between human groups and served as a basis for structuring the total society. \(^3\)

Racial discrimination action always done by violence behavior, for example: the Black people get seriously injured or injustice treatment. In fact this behavior can be a danger treatment and give more disadvantages to people or group who became the aimed from discrimination action, even though the violence will annoy the nation life also caused an extraordinary of crimes. In America, the Black got unjust treatment and cruelty by the White, just because their race identity. At the moment, the black were insulted, oppressed, and even killed by the White. The White were against to the black as a minority group caused the White became dominant and supposed the different races between the

\(^3\)Paul A. Shacked, Memory in Black and White, (Boston: RowmanInc, 2003), p. 3.
Black and the White as a hostility symbol and a reason for making practice discrimination toward the Black. The topic of racial discrimination also appears in literary works, like in novel.

This research studies an American novel entitled *The Help* that describes the topic of racial discrimination in America. The novel of *The Help* is written by Kathryn Stockett in New York, America. This novel is narrated through the point of views of two main characters in rotating chapters that focus on each of their experiences. There are two main characters, namely Aibileen Clark and Minny Jackson, two middle-aged black maids working for the White families; they experience racial discriminations as the black people usually have. The novel takes place in Jackson, Mississippi, America in 1963, during the dawning of the civil rights movement in the United States.

The first main character is Aibileen, a black maid in Leefolt’s family. She nurses a baby, named May Mobley as the first child in this family. When Aibileen works in Leefolt’s family, she gets minimum salary, less than what she must get. Aibileen experiences racial discriminations as a black maid. For example, Miss Leefolt builds a separated bathroom for the black maid in the garage. She must eat in the kitchen and her dining tool is separated from the others. When Aibileen is sick, Miss Leefolt allows her to go home, because Miss Leefolt worries that Aibileen could spread the disease.

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Minny is the second main character, a best friend of Aibileen. She has five children. Her husband, Leroy, is a drunken who works in a factory. Minny works for Miss Walters, a mother of Miss Hilly. Miss Hilly is very bad to Minny. Minny faces discrimination when she works as a maid for Miss Hilly, for example, she is accused as a thief by Miss Hilly just because she is a black poor maid. After that, she is fired by Miss Hilly. Then, Minny works for Miss Celia, she gets a big salary. She is also discriminated by other white people in some public services.

In short, this novel shows the racial discrimination between black people and white people in America in the twentieth century. In the past, discrimination was done in the form of slavery by white people, but in the twentieth century, discrimination of black people done by white people still happened in many sectors of public services, such as in housing, bus and school facilities, and hospital. Therefore, this research tries to reveal the racial discrimination of black people in America that is represented the novel of *The Help*.

B. Focus of the Study

Relating to the background of the study above, this research focuses in the novel of *The Help* written in 2009 by Kathryn Stockett. The writer tries to explain the representation of racial discrimination in America.

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5Kathryn Stockett is one of best woman authors in America; she was born and raised in Jackson, Mississippi. She attended the University of Alabama, where she received a degree in English and creative writing. After graduation, Stockett moved to New York City to work in publishing. She explains that she wrote *The Help* that wanted to reconnect vicariously with her own family's maid, Demetrie. *The Help* is Stockett's first novel, and it became a bestseller shortly after its release. She now lives in Atlanta with her husband and their daughter. As part of her historical research, Stockett conducted interviews with both former black housekeepers and the children that they helped to raise in the 1960s. Kathryn Stockett, *The Help Novel*, Accessed on May 16, 2011. http://www.kathrynstockett.com/stockett-bio.htm
C. Research Questions

The questions of this research are:

1. How does the novel of *The Help* represent racial discrimination in America?

D. Objectives of the Study

Based on the research question above, the objectives of this research are:

1. To explain the representation of racial discrimination in America as described in the novel of *The Help* and try to show the reality of the history of American in 1960s.

E. Significances of the Study

This research is important to explain and describe the racial discrimination between black and white people in America through the novel of *The Help* written in 2009 by Kathryn Stockett. This is because the topic of racial discrimination is related to the history of America and this research is hoped to contribute to the understanding of American novel especially in relation to racial discrimination in America.

F. Research Methodology

1. The Method of the Research

   This research uses a qualitative method. According to Bogdan and Taylor in Moleong, “qualitative methodologies refer to research procedures which produce
descriptive data: people’s own written or spoken words and observable behavior." This research analyzes one of the extrinsic elements of the novel that the representation of the racial discrimination in America.

2. The Data Analysis

The process of conducting this research has several stages. Firstly, the novel of *The Help* is read carefully and repeatedly in order to understand the content of the novel in depth. Secondly, collect data about experience of racial discrimination in the novel. Finally, understand and analyze the data to explain the representation of racial discrimination in America.

3. The Technique of Data Analysis

The main instrument of this research is the writer herself to get the data about the novel that especially related to the representation of racial discrimination. The main data is the novel of *The Help* and the secondary data are from related books and articles. Then, the data are read, classified and analyzed to answer the research questions. To support the analysis, some words or sentences as evidences are quoted from the novel. Furthermore, to answer the questions, this research uses literary theories related to novel and theory of representation.

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4. The Unit of Analysis

The unit of analysis in this research is an American novel of *The Help* written by an American novelist Kathryn Stockett. The novel was published by Penguin Group USA in 2009.

5. Place and Time of the Research

This research is conducted in Ciputat in 2011, at the Department of English Letters, Library of Faculty Adab and Humanities, Syarif Hidayatullah State Islamic University Jakarta and in some other libraries in Jakarta.
CHAPTER II

TEORITICAL FRAMEWORK

Based on the introduction in the first chapter, this research uses literary theory of representation. The theory is explained below.

A. Theory of Representation

According Longman Dictionary, a word ‘representation’ is the state of having someone to speak, vote, or make decisions for you. A way of showing or describing something in art, literature, newspaper, television, etc., or the fact of doing. The work of representing a person or organization, for example in a legal case or official ceremony.\(^1\)

The theory of representation has to come to occupy a new and important place in the study of culture. According Saussurian, representation began with early literary theory in Plato and Aristotle and has involved into significant component of language.\(^2\) Representation has been associated with aesthetics (art) and semiotics (signs). Mitchell says “representation is an extremely elastic notion, which extends all the way from a stone representing a man to a novel representing the day in the life of several Dubliners”.

Representation is in literary theory is also sometimes referred to mimesis the Greek word which means imitation or representation. Mimesis is an imitation


or representation of something else rather than an attempt to literally duplicate original. Since ancient times representation has played a central role in understanding literature, aesthetics and semiotics. Plato and Aristotle are the key figures in early literary theory who considered literature as simply one form of representation. ³  

Aristotle for instance, considered each mode of representation, verbal, visual, or musical, as being natural to human being. Therefore, what distinguishes human from another animal is their ability to create and manipulate signs.⁴ Aristotle deemed mimesis as natural to man, therefore considered representations as necessary for people’s learning and being in the world Plato, in contrast, looked upon representation with more caution. According Plato, representation, like contemporary media, intervenes between the viewer and the real, creating illusions which lead one away from the real thing. Plato believed that representation needs therefore, to be controlled and monitored due to the possible dangers resulting in its ability to foster antisocial emotions or encourage the imitation of evil.

Chris Barker mentions that the representation is a major study in cultural studies. Representation itself is defined as how the world is socially constructed and presented to us and by us in certain meanings. Cultural studies focus on how the process of meaning representation itself.⁵

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Representation is a concept that has some sense. It makes reference to both the process and product of the meaning of a sign. Representation can also mean the processes of changing ideological concepts are abstract in the concrete forms. Representation is a concept used in the social process of meaning through tagging systems is available: dialogue, writing, video, film, photography, and so forth. In summary, the representation is the production of meaning through language.

Stuart Hall explains that the representation:

"Representation is the product of meaning through language. In representation, constructionists argue, we use signs, organized into languages of different kinds, to communicate meaningfully with other. Language can use signs to symbolize, stand for or reference objects, people and events in the so-called ‘real world’. But they can also reference imaginary things and fantasy worlds or abstract ideas which are not in any obvious sense part of our material world. There is no simple relationship of reflection, imitation or one-to-one correspondence between language and the real world. The world is not accurately or otherwise reflected in the mirror of language. Language does not work like a mirror. Meaning is produced within language, in all through various representational systems which, for convenience, we call ‘languages’. Meaning is produced by the practice, the ‘work’, of representation. It is constructed through signifying-i.e. meaning-producing-practices."

System of representation is because consists not of individual concept, but of different ways of organizing, clustering, arranging, and classifying concept, and of establishing complex relations between them. First the system by which all sorts of objects people and events, are in our heads. Without them, we could not interpret the world meaningfully at all. In the first place, then, meaning depends on the system of concept and images formed in our thoughts which can stand for

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or “represent” the world, enabling us to refer to things both inside and outside our heads.

Before we move on to look at the second ‘system of representation’ we should observe that what we have just said is a very simple version of a rather complex process. It is simple enough to see how we might form concepts for things we can perceive – people or material objects, like chairs, tables, and desks. But we also form concepts of rather obscure and abstract things, which we can’t in any simple way see, feel our touch. Think for example, of our concepts of war, on death our friendship or love. And, as we have remarked we also form concepts about things we never have seen, and possibly can’t or won’t ever see, and about the people and places we have plainly made up.\footnote{Ibid., p. 18.}

We should know signifying practice before to conclude the definition of system representation. Signifying practices come in material forms: speech, written word, visual images, music, body language, clothing, and environment, etc. Meanings can only achieved by those who shared the similar system of representation. These systems are constituted in: the sign we use, the categorization and classification of signs, the codes that govern how we assemble the signs, the signifying practices.

The representation is one of the important practices of producing culture. Culture is a very broad concept, involving cultural ‘experience sharing’. Someone said to derive from the same culture if the people who are there to share the same
experience, share the same codes of culture, speak the same 'language', and share the same concepts.

Language is the medium through which we mediate in meaning something, produce and change the meaning. Language can do all this because it operates as a system of representation. Through the language (symbols and signs written, oral, or image) we express thoughts, concepts, and our ideas about something. The meaning of something is highly dependent of how we represent about it. By observing the words and images that we use to represent something can be seen clearly the values that we give to these things.

In our discussion, representation refers to the construction of all forms of media (especially mass media) on all aspects of reality, like as people, objects, events, to cultural identity. This representation may take the form of words or writings can be seen even in the form of moving images or movies.\(^8\)

There are three approaches to explain how representation of meaning through language works. The first approach is **reflective approach**, meaning is thought to lie in the object, person, idea, or event in the real world, and language functions like a mirror, to *reflect* the true meaning as it already exist in the world. The second approach, **intentional approach**. This approach to meaning in representation argues the opposite case. It holds that it is speaker, the author, who

imposes his or her unique meaning on the world through language. Words mean what the author intends they should mean.⁹

The third approach recognizes this public, social character of language. It acknowledges that neither things in themselves nor the individual users of language. Things don’t meaning don’t mean: we construct meaning, using representational system-concepts and signs. Hence it is called the constructivist or constructionist approach to meaning in language. According to this approach, we must not confuse the material world, where things and people exist, and symbolic practices and processes through which representation, meaning and language operate. Constructivists do not deny the existence of the material world. This constructionist approach to language thus introduces the symbolic domain of life, where words and things function as signs, into the very heart of social life itself.¹⁰

The representation theory have purpose to represent meaning. Meanings are represented via signifying practices. In signifying practices signs are assembled according to sets of decodes in order to represent the material conceptualization shared by a particular grouping of people. The three of approaches explain how representation of meaning through language works, there are reflective approach, intentional approach and constructionist approach. Based on Hall’s theory of representation, the research uses reflective approach, because the author represents the history of America in 1960s into the plot of novel.

⁹Ibid., p. 25.
¹⁰Ibid., p. 25.
B. Racism

‘Race’ for cultural studies is a signifier indicating categories of people based on alleged biological characteristics, including skin pigmentation. Thus, the distinctiveness of the cultural studies approach to the topic lies in its treatment of race as a discursive-performative construction; that is, race is taken to be a form of identity. Race is understood not as a universal or absolute existent ‘thing’ but rather as a contingent and unstable cultural category with which people identify. However, racial categories are not entirely arbitrary either; rather, what they mean is temporarily stabilized by social practice. Understood as a form of identity, race does not exist outside of representation but is forged as a meaningful category in and by symbolization in the context of social and political power struggles. The concept of racialization refers to the way in which social relations between people have been structured by the signification of human biological characteristics.¹¹

Race as a mechanism of social stratification and as a form of human identity is a recent concept in human history. Historical records show that neither the idea nor ideologies associated with race existed before the seventeenth century. In the United States, race became the main form of human identity, and it has had a tragic effect on low-status "racial" minorities and on those people who perceive themselves as of "mixed race." We need to research and understand the consequences of race as the premier source of human identity. This paper briefly explore how race became a part of our culture and consciousness and argues that we must disconnect cultural features of identity from biological traits and study

how "race" eroded and superseded older forms of human identity. It suggests that "race" ideology is already beginning to disintegrate as a result of twentieth-century changes.

As Stuart Hall points out, there are three key moments in the history of ‘race’ and racism in the. These occur around slavery and the slave trade, colonialism and imperialism, and 1950s immigration following decolonization. In the next section I will focus on how slavery and the slave trade produced the first detailed public discussions around ‘race’ and racism. It was in these discussions that the basic assumptions and vocabulary of ‘race’ and racism were first formulated. It is important to understand that ‘race’ and racism are not natural or inevitable phenomena; they have a history and are the result of human actions and interactions. But often they are made to appear as inevitable, something grounded in nature rather than what they really are, products of human culture.

By the nineteenth-century, it was widely taken for granted that the human race was divided into superior whites and inferior others. With such natural gifts, it would seem only right that white people should establish colonies across the globe. Moreover, as Fryer points out, ‘racism was not confined to a handful of cranks. Virtually every scientist and intellectual in nineteenth-century took it for granted that only people with white skin were capable of thinking and governing’. In fact, it was probably only after the Second World War that racism finally lost its scientific support.


C. The Representation African America in America

From the beginning of racial history in America, the Black arrival in America about the 1500’s, the black slaves traveled to America with the colonizers such as French, Portuguese, Netherland, Britain and Spanish. The history of black people is largely the story of their struggle for freedom and equality. During the late 1800’s, the Black south increasingly suffered from segregation, the loss of voting rights, and other forms of discrimination. Their condition reflected beliefs held by most southern White that the White were born superior to the Black with respect to intelligence, talents, and moral standard. Furthermore, black slaves were considered property, and were not given citizenship until Congress and the perspective States ratified the Fourteenth Amendment to the constitution. Slave could not serve on white juries, particularly in the South, or even testify against the White in many courts of law throughout the United States.¹⁴

During the early 1900’s, discrimination against southern Black became even more widespread. Every southern states required racial segregation on trains, churches, schools, hotels, restaurants, theaters, and other public facilities. Black demand the right of black voice could be accepted. In the summer 1905, W. E. B Dubois and 28 other prominent, Black men met secretly in Ontario. They produced a manifesto calling for an end to racial discrimination, full civil liberties for black people. In The Illinois race riot of 1908 and in 1909, there was formed a movement. It was National Association for the Advancement of Colored People

(NAACP) under the leadership of Dubois. NAACP mounted legal challenges to segregation and lobbied legislatures on behalf of black people. During this period, black people continued to create independent community and institutional lives for themselves. They established many public services to serve the needs of their communities.

The civil right movement occurred in 1960's, the pastor and activist Martin Luther King, Jr. was the catalyst for many nonviolent protests. The fight smolder of black and made the sympathetic white as nothing had ever done before, but was not without cost. Thousands of people were jailed because they defined Jim Crow laws. There was many conflict of racial, and the climax of this conflict was “March on Washington” in 1963. The United State occurred racial and social crisis that could influenced the unity of nation. The remaining Jim Crow law was overruled by the Civil Right Act of 1964. The civil right movement was produced significant gains for the Black, progress continuous today. This signified a change in the social acceptance of legislative racial problem in America and a profound increase in the number of opportunities available for the Black people. In 1989 the United States court delivered options in several cases dealing with seniority and racial discrimination in employment.  

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CHAPTER III

RESEARCH FINDING

In this chapter the writer attempts to answer the questions of this research that is to explain the representation of racial discrimination in the novel of *The Help*.

A. The Representation of Racial Discrimination

The topic of racial discrimination is happened in many countries including America. This topic is one of important topics in America, because America has long history about racial discrimination. This topic also occurs in the novel of *The Help*. The explanations of the representation of racial discrimination in America are as follow.

1. Black People as Disease

The novel shows that almost all the White think that the Black are dirty who can spread many kinds of diseases. The diseases are caused by the black color of skin. This problem makes the White very worry with the black disease and it becomes a problem for both the White and the Black.

Aibileen and Minny as the main characters in the novel, have many bad experiences as black maids. When Aibileen works in Miss Leefolt’s house, she has a separate bathroom because her lady worries that she will contaminate diseases.

*I finish the silver set and the towels and tell Miss Leefolt I got to go home even though it’s half a hour early and she gone short my pay. She open her mouth like she want protest and I whisper lie, I vomited, and say,
Go. There ain’t nothing Miss Leefolt scared of more than Negro diseases. (Stockett 2009, 101)

In the novel, many quotations explain about the diseases of black people. White ladies avoid the risk of the black disease and always forbid their children to near the black maids.

“All these house they’re building without maid’s quarters? It’s just plain dangerous. Everybody knows they carry different kinds of disease than we do.

“That’s exactly why I’ve designed the Home Help Sanitation Initiative,” Miss Hilly says. “As a disease-preventative measure.”

I’m surprised by how tight my throat get. It’s a shame I learned to keep down a long “time ago. (Stockett 2009, 9)

This issue is showed since the beginning of the plot. Miss Hilly keeps an attention of the prevention of black diseases. She has a program with the idea of the Home Help Sanitation Initiative. The program of prevention for the white ladies in order to be careful with their maids in the household aspect. She promotes it when the white ladies have a monthly club. The text below is the sanitation hygiene program is designed by Miss Hilly Holbrook and this program will be published in the monthly Magazine of her club.

The Sanitation Hygiene
Hilly Holbrook introduces the Home Help Sanitation Initiative. A disease preventative measure. Low-cost bathroom installation in your garage or shed, for homes without such an important fixture.

Ladies did you know that:

- 99% of all colored diseases are carried in the urine
- White can become permanently disable by nearly all of these diseases because we lack immunities coloreds carry in their darker pigmentation.
- Some germs carried by whites can also be harmful to coloreds too.

Protect yourself. Protect your children. Protect your help. From the Holbrook, we say, You’re welcome! (Stockett 2009, 161)
In relation to this, the dialog below shows about the use of black maid’s bathroom in the lady house, a white little child Mae Mobley uses a maid’s bathroom (Aibileen’s bathroom) and then Miss Leefolt is very angry; she screams to her daughter and then she drags May Mobley into the room immediately. Miss Leefolt hits the daughter’s leg, and it makes her child crying. Aibileen just looks this condition silently, because she can’t intervene it.

“I didn’t not raise you to use the colored bathroom!” I hear her whispering, thinking I can’t hear, and I think, Lady, you didn’t raise your child at all. “This is dirty out here, Mae Mobley. You’ll catch diseases! No nono!” and I hear her pop her again and again on her bare legs. (Stockett 2009, 97)

I feel that bitter seed growing inside a me, the one planted after Treelore died. I want to yell so loud that Baby Girl can hear me that dirty ain’t a color, disease ain’t the Negro side a town. I want to stop that moment from coming—and it come in ever white child’s life—when they start to think that colored folks ain’t as good as whites. (Stockett 2009, 98)

The quotation explains about the moment when Aibileen talks a story to Mae Mobley. She inserts a story how the ways of struggle of discrimination and she always tries to explain the children that there is not different between the white and the black people, because dirty is not caused by the skin color and the Black doesn’t cause disease. She tries to give this understanding through a white child that all human are the same. So, Aibileen as a maid gets the racial discrimination from the White especially her white ladies. The Black as disease people, because black skin is dirty and contaminate diseases.
2. **Discrimination in Public Services**

Based on the novel, the black people in the America become victim of discrimination, because there are “ruled” by white, differentiate in many ways from the White. The racial discrimination of African Americans done by the White in many aspects of life that can be seen in public services, such as: housing, bus or public transportation, hospital, library, justice, and the others.

1) **Housing**

The first aspect of racial discrimination is the housing. The White and the Black have a separate area of housing. They do not live together. The White people have a big area, but the Black people just have a small area.

“All her white friends live, in a neighborhood call Belhaven. Right next to Belhaven be the downtown and the state. Down road from Belhaven is white Woodland Hills, then Sherwood Forest, which is miles a big live oaks with the moss hanging down. Nobody living in it yet, but it’s there for when the white folks is ready to move somewhere else new.

So Jackson’s just one white neighborhood after the next and more springing up down the road. But the colored part a town, we one big anthill, surrounded by state land that ain’t for sale. As our numbers get bigger, we can’t spread out. Our part a town just gets ticker”. (Stockett 2009, 12)

Aibileen and Minny live in the same area of the Black population, a far away from their white ladies’s houses. The Black cannot enter the White area, if they do not work. Although the population of the Black increases every year, they cannot move elsewhere. On the other hand, when the White enter or pass the Black area, they feel uncomfortable, because their actions are watched carefully.
by the Black. A little colored boy in overalls watches me, wide-eyed, gripping a red ball. Here, narrow eyes watch me pass by. When my car gets close to him, the little colored boy turns and scats behind a house. (Stockett 2009, 107)

(Illustration of segregation in housing)

The reality in 1960s shows that Black people are disproportionately homeless and have significantly poorer housing options. Racial residential segregation contributes to the concentration of poverty in the Black. The White and the Black are segregated in the areas in which they live, though the legalization is approved by government but mechanisms to prevent discrimination are in place, societal changes are likely to be necessary to eradicate discrimination in this area.

Discrimination in housing is illegal, the law is difficult to enforce, because people who may buy from or sell to whomever they wish. Ingenious and ambitious people have developed the technique of ‘block-busting’ exploiting the false beliefs about property values when the Black moves into the neighborhood. The White in any American city is highly preferred residential areas. They are

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generally newer with better housing, aesthetically more pleasing, and generally better serviced. They are further from industry, less crowded, with less traffic. But discrimination precludes the Black people, even affluent ones, from sharing in this preferred residential pattern. Thus, the Black may find it difficult to get very far away from the slums, and thus also difficult to get their children into the better public school.  

2) Bus or Public Transportation

The Black people always get the second facilities compare to the White. They are separated in the public service like in a bus. The White and the Black get the same bus, but they have separate seats. The White sit in the front and the Black sit in the backside.

I get on the number six bus that afternoon, which goes from Belhaven-Farish Street. The bus today is nothing but maids heading home in our white uniform at each other like we own it-not cause we mind if they’s white people on here, we sit anywhere we want to now thanks to Miss Parks-just cause it’s a friendly felling. (Stockett 2009, 13)

They have the same the bus, but there is a rule to have a distance, the Black sit in the backside even they must stand if the White don’t get seat.

Another example of discrimination in the bus is the bus drivers prefers to take the white passengers and don’t care with the black passengers. Aibileen and her black friends always get the same bus to go and return from their White ladies. Aibileen and her black friends get discrimination when there is a riot in the street. There are four passengers, two black men and two white men in the bus.

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Suddenly, the bus stops in the middle the street and then the white driver asks to the black passengers to go out from the bus, because he just wants to take the white passengers. Aibileen is very angry with this. She is left in a road, far from her house. This story shows the racial discrimination in the bus. The white driver keeps the white passengers and leave behind the black people.

This condition can be changed by Rosa Parks. She had an important part in the fight for equality. She was a simple seamstress on her work on December 1, 1955 when one little move she made would bring fame and change her life forever. That day she was sitting in one of the seats on a bus reserved for African American. A white people came on, and there were no empty seat left, so the bus driver ordered to stand. But the rule, she was supposed to give up her seat, but being extremely tired and she permanently refused to stand.

(On Thursday evening December 1, 1955, after a long day of work as a seamstress for a Montgomery, Alabama, department store, Rosa Parks boards a city bus to go home).³

When she was jailed, the black people boycott of the city's buses began. The boycott lasted more than a year, demonstrating the unity and determination of black residents and inspiring the Black elsewhere.

³http://teacher.scholastic.com/rosa/sittingdown.htm
Accessed on October 26, 2011.
3) Hospital

The third aspect of racial discrimination also happens in hospital for health service. The black people have a separate hospital from the White. The Black can’t come to the White hospital and the other way. The White or the Black doctors do not want to help the other skin patients.

*I never seen that much red come out a person and I grab the boy, I grab them four fingers. Tote him to the colored hospital cause I didn’t know where the white one was. But, when I got there, a colored man stop me and say, Is this boy white?” “And I say, Yessuh, and say, Is them his white fingers? And I say, Yessuh, and he say, well, you better tell em he your high yellow cause that colored doctor won’t operate on a white boy in a Negro hospital. And then a white policeman grab and he say, Now you look a here-“*(Stockett 2009, 154)

The quotation above explains about the attitude of doctors in hospital. When Aibileen works in another white lady house, a little white boy get an accident, he cuts his fingers in a fan, therefore she helps him. She takes him to a black hospital, but the black people do not want to help the white boy. The black doctors reject him, because he is a white boy. Even though Aibileen care and help a white boy, she does not get these things from the White. When Treloare, Aibileen’s son gets accident, a white foreman doesn’t take him to hospital immediately. His broken body is thrown on the back of a pickup car by the white man, then he is dropped at the black hospital and then he dies. Aibileen is very sad, when she remembers the death of Treloare, because he is the Black and he does not get immediate help from the White. This is one of many bad experiences of the Black, therefore the Black try to turn against the White, because they have bad experiences with the white people due to their discrimination.
(Taylor Lane Hospital in Columbia, South Carolina was founded in 1901 by Dr. Matilda Evans and was the first black hospital in Columbia).3

The reality shows that the Black are sicker than the White, they have more illness and are dying at a significantly higher rate. Black people with a high proportion of minorities are more likely than predominantly white people to be exposed to environmental waste.

4) Library

Another aspect of discrimination is library service. The Black and the White have separated libraries. The Black library not only has an incomplete collection of books, but also the less of facilities. The Black people can’t enter to the White library and the Black can’t borrow books from the White libraries.

Aibileen gives me a dry cough. “You know colored folks ain’t allowed in that library.”
I sit there a second, feeling stupid. “I can’t believe I forgot that.” The colored library must be pretty bad. There was a sit-in at the white library a few years ago and it made the papers. When the colored crowd showed up for the sit-in trial, the police department simply stepped back and turned the German shepherds loose. I look at Aibileen and am reminded,

once again, the risk she’s taking talking to me. “I’ll be glad to pick the books up for you,” I say. (Stockett 2009, 157)

Aibileen is a smart woman and she needs some books to enlarge her knowledge, but she cannot borrow books from the White library, because she is black. In short, the racial discrimination can be seen in library as one of public services that separate the Black and the White.

In the reality of that the state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. Any white person of such county may use the county free libraries under the rules and regulations prescribed by the commissioners’ court and may be entitled to all the privileges thereof. Said court shall make proper provision for the Negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by a custodian of the Negro race under the supervision of the county librarian.

5) Education

The next aspect of discrimination is education. The black people get minimum educational services, facilities, and access. The school is also separated for the Black and the White. They study in different school. The black people only can enter certain schools and the white people don’t allow the black people to be in the same schools.

“Separate but equal,” Miss Hilly say back to Miss Leefolt. “That’s what Governor Ross Barnet says is right, and you can’t argue with the government.”

But Miss Hilly shaking her head. “Aibileen, you wouldn’t want to go to a school full of white people, would you?”

But then I think: Why? Why I have to stand here and agree with her? And if Mae Mobley gone hear it, she gone hear some sense. I get my breath. My heart beating hard. And I say polite as I can, “Not a school full a just people. But where the colored and the white folks is together.”

“But Aibileen” Miss Hilly smile real cold. “Colored people and white people are just so different.” She wrinkle up her nose.

I feel my lip curling. A course we different! Everybody know colored people and white people ain’t the same. But we still just people! Shoot, I even been hearing Jesus had colored skin living out there in the desert. I press mu lips together. (Stockett 2009, 189)

The dialog above shows a conversation of Miss Hilly and Aibileen about the school. Miss Hilly says that the school for the Black and the White must be separated, because they are so different. But Aibileen hopes the Black and the White can study together in the same schools. Inside the school, the Black students face diverse threats and obstacles because the limited facilities and the teachers treated them as second-class student.

These conditions also happened in the real life America at that time; in 1960s. The Black has less education and fewer educational opportunities than the White. The Black only can study in some schools and with limited facilities and
services than what the White got. School segregation and desegregation are among the most controversial topics in the civil rights movement in 1960s. Segregation of black people and white people in public schools still happens, the reality have shown that the educational levels of white student and black student remains unequal.

(In the 1930s, schools were segregated. These boys went to school in Missouri)\(^6\)

There are several different forms of discrimination in education aspect. Separate facilities are sometimes established, either intentionally or unintentionally. A curriculum may emphasize the dominant group’s culture and history while understrewing or even completely ignoring the traditions of the Black in the school’s population. On the Black students may be systematically discouraged within the school system; consequently, disproportionate numbers of them drop out of school. \(^7\)

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\(^6\)http://www.everyculture.com/multi/A-Br/African-Americans.html
Accessed on October 26, 2011.

6) Voting

The next aspect of discrimination happens in the voting. Black people don’t allow going in the voting station. This is a serious problem, black people is considered brave struggle to come voting station defiantly.

*And my cousin Shinelle in CaunterCaunty? They burn up her car cause she went down to the voting station.* (Stockett 2009, 105)

The quotation explains about Minny’s cousin goes to the vote station, the White very angry, for example the White burn her car to show the power to discriminate. The Black get threat, because the struggle to against the White.

![Illustration of black people segregation in voting](http://www.pbs.org/wnet/supremecourt/rights/landmark_reynolds.html)

Accessed on October 26, 2011.

The reality in 1960s, the Black people cannot go allow the voting station, if the Black come to vote, they are brave to against the White rule. The discrimination in political activity has meant an effort to limit the participation of the Black in political process, first in voting, second in holding political office.
The Black who has experienced the most persistent effort to deny them the opportunity to exercise their right to the franchise, to prevent the Black from voting, a wide range of techniques have been used.\(^9\)

7) Justice

The last aspect is justice. There is a law that separates the White and the Black in a booklet of *Compilation of Jim Crow of the South*. The booklet rules the colored people including the Black can and cannot do, in an assortment of Southern states. The booklet states:

*The laws are neither threatening nor friendly, just citing the facts:*

*No person shall require any white female to nurse in wards or room in which negro men are placed.*

*It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of his section shall be void.*

*No colored barber shall serve as a barber to white women or girls.*

*The officer in charge shall not bury any colored persons upon ground used for the burial of white persons.*

*Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.*

*There are four of the twenty-five pages, mesmerized by how many laws exist to separate them. Black and White are not allowed to share water fountains, movie houses, public restrooms, ballparks, phone booths, circus shows. Lunch counters, the state fair, pool tables, hospitals. Black cannot use the same pharmacy or buy postage stamps at the same window.*

(Stockett 2009, 176)

The black people get injustice from the government, because they are minority. They become the second class citizens who get second facilities after the white people. They just accept the rules from government defenselessly. Both

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the Black and the White know about these false laws, even though they live in the same region, but they don’t talk about the laws.

As a conclusion, from the aspects of public services that show the racial discrimination, Aibileen and Minny as the black maid, accept the rules, and the laws, but then, they try against to racial discrimination to make their life peaceably. The representation of the racial discrimination in the novel to some extent is the same with the history of America in relation to racial discrimination. Here, the author can constructs of racial discrimination in America that are experienced by black maids in 1960s.
A. Conclusion

In this research, the writer analyzes about the representation of racial discrimination. As we know, literature may reflect any social aspects, such as socio-economic condition in a society, political, education, culture, history, and religious aspects, even the representation of groups of people. In the novel of *The Help* written by Kathryn Stockett in 2009, the writer shows the representation of racial discrimination in America.

This novel is about the African American society in 1960’s as the setting of this novel, black people is considered as lower class that has no power. Their position is different from the White and they become the victim of racial discrimination in many aspects, not only physically but also in their ways.

The Black people get the racial discrimination because they are regarded as diseases, because they are black and dirty. They get the discrimination in the aspects of life mainly in the public services, such as in housing, bus or public transportation, hospital, library, education and justice. Kathryn Stokett as a writer tries to describe, show and explain these conditions through her novel, *The Help*. It describes the life of black people, hope and their struggle to get the civil right in America in 1960s.

The struggles of the black people are done in some ways. One of them is what is done by Aibileen. She writes the experiences of racial discrimination of
black people especially the black maids who work with the white family. After collecting the stories, she publish it and it creates good impact to the other black people because they see this as their struggle to voice her feelings and thought to get human right in America society. Meanwhile, what is done by Minny is to stand up bravely to speak and express her feelings and thought to get her human right.

B. Suggestion

The writer suggests for those who are interested in the study about literature, especially in understanding *The Help* written by Kathryn Stockett, it can be understood the representation theory in literary criticism approach. This approach can also be used to explain the representation of racial discrimination in the novel. The last, the writer hopes that this thesis will be useful for the future improvement of analyzing novel for those who are interested in this field.
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The Help
a novel
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