"To Open Minds, To Educate Intelligence, To Inform Decisions"

The International Academic Forum provides new perspectives to the thought-leaders and decision-makers of today and tomorrow by offering constructive environments for dialogue and interchange at the intersections of nation, culture, and discipline. Headquartered in Nagoya, Japan, and registered as a Non-Profit Organization (一般社団法人) , IAFOR is an independent think tank committed to the deeper understanding of contemporary geo-political transformation, particularly in the Asia Pacific Region.

INTERNATIONAL

INTERCULTURAL

INTERDISCIPLINARY

iafor

The Asian Conference on Literature and Librarianship 2015, Osaka, Japan

Official Conference Proceedings

ISSN: 2186-2281

Table of Contents

Searching for Home: A Reader Response of Jhumpa Lahiri's "Interpreter of Maladies"

Shaden Adel Nasser, Ain Shams University, Egypt

Abstract

Jhumpa Lahiri was able to share with the world her first book, a collection of nine stories, *Interpreter of Maladies*, published in 1999. Brought up in America as well as her Indian heritage make her a genuinely interpreter of themes such as, cultural multiplicity, memory of homeland, the search for identity and the sense of belonging. Lahiri received the Pulitzer Prize in 2000 for *Interpreter of Maladies*. Ever since Interpreter of Maladies was published, she has been variously proclaimed to an "American writer" and "an Indian American author". Her writings are described as "diaspora fiction" by many Indian scholars and "immigrant fiction" by American critics. Thus, it can be said that Lahiri's fiction is a unique addition to the existing Asian American Literature.

This paper focuses on the various concepts of home. It exposes the sense of home from different perspectives as it appears in several short stories. The study relates the sense of home to literature in relation to human relationships and to the sense of place. We pose several questions in our efforts to study the sense of home in Jhumpa Lahiri's selected short stories: Does psychological home have any significance in the well-being? – How does making a physical surrounding "home-like" benefit someone? And how does an immigrant make a house a home? What is the difference between physical and spiritual sense of home? All these questions will be examined through the analysis of Lahiri's "A Temporary Matter", "When Mr. Pirzada came to Dine", and "Mrs. Sens". In conclusion, the paper aims to show to what extent Jhumpa Lahiri succeeds in conceptualizing the sense of home in diverse ways and how she skillfully allows her characters and her readers to glimpse small perceptions into human nature while presenting familiar, everyday events in life.

Keywords: Jhumpa Lahiri, Interpreter of Maladies, the sense of home, identity, collective memory.

Introduction

Jhumpa Lahiri was born in London in 1967 and raised in Rhode Island, in the United States of America. She is of Indian descent and her parents were born in India. Ever since childhood, Lahiri often accompanied her parents back to India, in the state of West Bengal. Being an immigrant herself, she deeply felt the importance of family bonds which tie people to their homelands. This rendered her a perfect interpreter of a cultural multiplicity, faithful enough to deal with Indian culture and tradition in realistic terms. Lahiri made a splendid literary debut with her first short story collection, Interpreter of Maladies (1999), which won the Pulitzer and the PEN/ Hemingway Award in 2000. Being the first South Asian to win such a prize, Lahiri has joined the best company of such distinguished winners of Pulitzer as Steinbeck, Norman Mailer, Saul Bellow, Ernest Hemingway and John Updike.

Lahiri claims that her stories in Interpreter of Maladies are "stories of Bengal, Boston and Beyond". They reflect the problems of immigrants in the migrated land such as, alienation, the sense of displacement, exile, difficult relationships and problems about communication. Her characters vary from Indians and Indian émigrés to American-born Indians. Through her recurrent themes and motifs Lahiri reveals her estimable understanding of multiculturalism, sense of belonging and searching for home. Like her characters, she feels as if cut off from the mainstream. Her mind yearns for her "Imaginary homeland". Actually, immigrants live in America but they still belong to their "home". They are caught between the strict traditions they have inherited and the baffling New World they must meet every day (Sarangi, 2005, p.143). Just after winning the Pulitzer Prize, Lahiri admits, "I went to Calcutta… neither as a tourist nor as a former resident- a valuable position, I think as a writer I learned to observe things as an outsider and yet I also know that as different as Calcutta is from Rode Island. I belong there in some fundamental way, in the ways I didn't seem to belong in the United States" (Melwani, 2000, p.1).

Lahiri writes about how nostalgia produces disappointment in the minds of the Indian immigrants, and how they find themselves crumpled under the burden of isolation and rootlessness. There is a sense of loss of their cultural identity; therefore, the need for a real sense of home, which is the very core of this study. The paper deals with the diverse and dynamic meaning of home as shaped by many factors including the personal, physical, social and cultural. The interest of this paper is to expose a better understanding for the sense of home and to analyze it in relation to selected short stories of Lahiri's Interpreter of Maladies.

In the first part of the study, a focus on home meanings enables us to examine Lahiri's short stories clearly. Home signifies not only a physical place but also represents a center of activities, source of identity, belonging from the past, a goal for personal and social development, an abstract state of being, and a legal concept (Fox, 2007; Moore, 2000). At the same time, issues of homelessness and migration contribute to how we understand the concept of home. In the second, we consider how the concept of home is experienced by different characters in selected short stories by Jhumpa Lahiri in her collection "Interpreter of Maladies". These stories show that while the concept of home possesses a deep significance as a space where habitual and thoughtfully created life goes on, there are many ways in this concept is dynamic and vigorous.

Generally speaking, "Home" is difficult to define as it has many characteristics and levels of meaning. It is not the same for every person. Many questions are to be raised: what 'home' represents for individuals of different personal, social, physical and cultural qualities? What creates the feeling of 'home'? Is 'home' the place one lives, or is 'home' another place connected to his/her history, heritage, friends, family or country? Is 'home' defined by an internal response to place or by external circumstances? Therefore, " The concept of home is of value as it uniquely encompasses the social, psychological and cultural aspects of domestic living including key processes and goal-making, which dwelling does not" (Dovey, 1985, p.39).

Some people think that home can reflect a context of dwelling that is dependent on walls, but it can also reflect a context of experience completely free of physical determinations, as when one speaks of home in reference to a state of mind. Others see that home can reflect a place of one's own, or a place of shared belonging. The advantage of this is that the concept of home is not a fixed product, but a dynamic place (Guiliani, et al., 1988). Home can be a safe, secure comfort region, or a place of trouble and anxiety. In addition, home can be lodged in one's subjective life as a place of memories. In some cases, home is a place of unconditional love where one is accepted for who he/she is. In other words, it is a place where the bonds between spouses, child and parent, brother and sister are reinforced, along with extended family members and close friends.

Significant life events, both sad and happy, learning experiences, and celebrations of varying type and magnitude, all occur at home. These are the bases for our memories of home and its importance to us, serving to saturate the notion with a sense of permanence and continuity over time.

If we look the word "home" up in Webster's Ninth New Collegiate Dictionary we discover that it means one's place of residence, or the focus of one's domestic attention. The adjective phrase "at home" is defined as relaxed and comfortable, or in harmony with the surroundings. In all forms, there is a mention of either a directed focus on or an emotional experience of, one's surrounding (Sigmon, Whitcomb, & Snyder, 2002)

 It is universally recognized that the home is "physically, psychologically, and socially constructed in both 'real' and 'ideal' forms)" (Sommerville, 1997, p. 226). Many psychology theorists perceive that the function of a home is to provide shelter, which is attained by most individuals in the formation of a house or dwelling. Unlike this physical point of view, F.A Lewin sees that "the house is where we live, but the home is for the soul" (p. 356). That is, home is the non-physical aspects of a residence which occurs in a person's psyche. Home then, is much more than a shelter, it stands for security and a social life. J.D Porteous (1976) identifies home as a secure refuge that provides the space and time for its occupant's to emphasize their identity. For others, the concept of home represents "a center of activities, source of identity, belonging from the past, a goal for personal and social development, an abstract state of being, and a legal concept" (Moore, 2007).

 On the other hand, Webster's Ninth New Collegiate Dictionary defines a "house" as "a building that serves as living quarters for one or a few families". As such, it is noticed that house and home have been differentiated with respect to the purely

physical aspects and emotional aspects of one's surroundings. While house is essential to establishing the meaning of home, yet it is not synonymous with home. A person can buy a house, fill it with his possessions and does not feel that he is at home, while another may do the same and feel quite at home. We pose several questions in our efforts to understand the various concepts of home in Jhumpa Lahiri's "A Temporary Matter", "When Mr. Pirzada came to Dine" and "Mrs. Sens": Does psychological home have any significance in the well-being? – How does making a physical surrounding "home-like" benefit someone? And how does an immigrant make a house a home? What is the difference between physical and spiritual sense of home? Home, then, is much more than shelter and it is not synonymous with house.

Regarding Lahiri's short stories, they are characterized by having self-contained plots and characters, yet they are unified in ways that bind the whole collection together as a complete entity. To begin with, her first short story "A Temporary Matter" is one of the important stories that centers on marriage and relationships. The setting is in Boston, a house on a "quiet tree-lined street, within walking distance of a row of brick-faced stores and a trolley stop, where Shoba and Shukumar had lived for three years." Lahiri has chosen a third-person omniscient narrative structure. In this way, she can present her characters from an outsider's point of view. It tells the story of the husband, Shukumar and Shoba, the wife, a young South Asian couple who have drifted apart after losing their newly born child.

The bad incident of the birth of a stillborn baby has created a gap between the mourned couple and now they live under one roof but only as strangers. They have become "experts at avoiding each other in their three bedroom house, spending as much time on separate floors as possible" (Lahiri, 4). At this point, "home" as the center of family relationships and personal identity was deteriorated by this incident. For Shoba, her pregnancy was what she needed to define her identity and purpose in life. With losing this new born baby, she loses her personal identity represented by "home". Accordingly, she stays away from the house as much as she can. She used to be an attentive housekeeper and enthusiastic cook, but the house seems to remind her of her loss. As for Shukumar, he has withdrawn from the world and seldom leaves the house. He stays in bed half the day, unable to exert the energy and concentration to make progress on his dissertation. Shukumar sees that Shoba treats the house as if it were a hotel and would eat cereal for dinner if he did not cook. Both of them forget the love which they have for each other. They no longer looked forward to weekends, never looked into each other's eyes and lost touch with one another in their relationship.

A mutant loss of electricity in the neighborhood for a week causes the separated couple to use the cover of darkness to exchange "secrets". Surprisingly, an intimacy develops between them during the one hour electricity cuts. It was only when the electric lights are off that they are able to tell each other truths in the dark that they had previously hidden as they eat dinner together. These secrets escalate from day one's revelations of innocent early dating mishaps to the final night when she announces she is leaving him and he responds by telling her about his moments holding their stillborn son. Although he means to assert himself and hurt her by describing the dead child, his confession seems to bring them together in sharing sorrow in a way that they "wept together, for the things they know new" (Lahiri, 22).

From the psychological point of view, this decline in the physical qualities of the dwelling accompanies the death of the interpersonal relationship. As the married couple descended into crisis, the centrality of home and its importance across both physical and emotional elements are increasingly threatened. This shift in meaning impacted on loss experienced and the subsequent conversion into feelings of grief and conflict. As a result "home" becomes the symbol of isolation, anguish and breakdown.

Lahiri uses a variety of small details to evoke the immense change that has taken place since the stillbirth of their son as well as the great neglect in which their own relationship as a couple has fallen since that tragedy. That is, the melancholy and alienation that haunts this house has become a refuge for the broken couple. A sense of home, warmth and relaxation is lost. Consequently, a sense of homelessness has prevailed. In broad terms, the meaning of home is made vivid and intense by contrasting it with homelessness.

As Dovey (1985) suggests, without homelessness, one would not be concerned with what home means. The importance of home is brought in opposition of disruption, loss, disorder, and trauma in people's lives. This is applied to Shukumar and Shoba's case. They represent a struggling married couple in the story. Shoba is unable to deal with her disappointment and grief at losing her baby, projecting her anger and frustration onto her husband because he was absent at the time of her labor. Her increasing workload and her search for an assertion of independence and identity determination extends the marital disharmony. In their case, it is possible to be homeless and at home at the same time as home has more to do with a state of mind and an emotional engagement than it has to do with a fixed place. Exchanging feelings of love and mutual understanding add extra meaning for "home" of which they are totally deprived. Mallett (2004) as well as Brah (1996) agree that "home is the lived experiences of locality. Being at home involves the immersion of a self in a locality".

It is observed that yearning for "home" has taken a different path for each one of them. In grief, Shoba stays away from the house as much as she could, whereas Shukumar had withdrawn himself from the world and seldom leaves the house. This indicates that each one of them is looking for a real sense of "home" in his own individual way. "The sense of sharing, security, trust, marriage as a bond for life…care taker, protector and head- all are lost" (Varalakshmi, 182). That is, the whole situation is momentary lacking security, promise, happiness and future. For both of them, this "home" is a temporary home as their love is temporary as it fades by the third anniversary itself, their hopes of parenthood are temporary, their marriage itself seems temporary for "she needed some time alone". Finally, getting close to each other and sharing feelings of anguish and pain create an atmosphere of maturity and sensitivity which heal a great of the wounds and bring the couple to a common sense of "home". To sum up, "home" in "A Temporary Matter" acquires a new meaning, which is the center of deep, shattering and shocking moments for this married couple.

Lahiri's expression of the sense of home continues in "When Mr. Pirzada came to Dine" (1999). The story is narrated by the Indian-American girl, Lilia who is looking back at events that happened when she was ten. The story is based upon the time of

Indo-Pakistan conflict in 1971. Lilia's parents, originally from India, miss their homelands and to ease their homesickness, they "trail their fingers . . . through the columns of the university directory, circling surnames familiar to their part of the world." This is how they found Mr. Pirzada, the main protagonist, who left his family in Dacca for a fellowship in Boston to study the foliage of New England. He suffers from the agony of separation from his family, wife and seven daughters who are in the homeland Dacca. Throughout the story, he was always anxious about the safety of his family during this war. As for Lilia's parents, although they are "genuinely proud of the fact" that Lilia was born in America, her parents still miss their home. Their desperation to invite someone from their homeland is derived from a feeling of being not – at – home. That is why they feel a sense of community in the company of Mr. Pirzada.

 Lilia's parents come to America to give her the chance to receive a good education without facing the difficulties of life in India. Being an American – born child, she has a simple idea of homeland and is certainly bewildered by the idea of "home" that her parents and Mr. Pirzada have. We see Mr. Pirzada and Lilia's parents watching the events about war revealed on television each evening as they eat their dinner together: "Lentils with fried onions, green beans with coconut, fish cooked with raisins in a yogurt sauce…plate of lemon wedges… and chili peppers… which they liked to snap open and crush into their food" (Lahiri, 30). In the diasporic life, food is the bridge between the old world and new world, the homeland and the present land, the past and present time, and engaged its functions as the tool of nostalgia (Wulandari, 1). In other words, food is clearly an important part of the culture that binds them to homeland. For immigrants, food becomes associated with their identity. It induces a sense of belonging in a foreign land.

After the continual visits of Mr. Pirzada to their house, Lilia begins to understand how different her home life is from the home lives of her classmates. She realizes that the history she learns in school is not as relevant to her as it is to other students. "The absence of Indian history on the school syllabus makes it harder for a second generation child, born and bred in the U.S., to understand the political affairs in her parents' homeland, and thus, widens the generation gap (Ann Tan, 232). However, she tunes into Mr. Pirzada's anxiety about the fate of his family, and prays that Mr. Pirzada's family was safe and sound. Lilia had never prayed for anything before, had never been taught or told to, but she decided to share with her family this sense of belonging. While sharing the daily rituals of meals carefully prepared by her Bengali mother, Lilia clearly remembers "the three of them operating as if they were a single person, sharing a single meal, a single body, a single silence and a single fear" (Lahiri,41). Significantly, this sameness has stimulated her feeling of belonging to a same land and culture. It is noticed that although Lilia's parents and Mr. Pirzada are from different places, yet each of them calls different nations "home". Hence, "home" is not only determined by geographical or political aspects but also by emotional space and sense of belonging. In spite of all the independence, luxuries and comforts provided by their host nation, they experience a terrible need to meet and talk to people from their own land. They do miss the love and affection of their people.

Eventually, Mr. Pirzada leaves for Dacca and much to the joy of Lilia and her parents he was reunited with his family. The story ends by different sense of home as the narrator discovers her hyphenated reality at confusion with her other impulse for her

parents' homeland. She is finally aware of their desire to go back to "the lost origin" and "imaginary homelands" which are created from the fragmentary and partial memories of the native place (Priyanka Sharma 2). She comments on Mr. Pirzada's departure by saying, "it was only then…that I knew what it meant to miss someone who was so many miles and hours away, just as he had missed his wife and daughters for so many months" (Lahiri, 42)

Regarding "Mrs. Sen's", it is about a Bengali woman who is never named. She is thirty-year-old, helpless, obedient wife brought to American by her husband. Being isolated from her family and friends and displaced from her "home", she finds the North American life distressing and hostile. The story recounts the difficulties she faces to cope with her new life, without her family. Like most immigrants to a new country, it took Mrs. Sen a long period of adjustment revolving around the issue of just where home is. She has been depicted as a baby-sitter for an American boy of eleven years named Eliot. Eliot, as many critics see, functions as a foil to demonstrate Mrs. Sen's inability to assimilate into American culture. The move from India to America proves to be challenging for Mrs. Sen. Ever since moving to America, Mr. Sen has tried to make Mrs. Sen more independent more like American women. Within the story, Mrs. Sen refuses to assimilate to American culture. This refusal stems from Mrs. Sen's fear of losing touch with her homeland. For Mrs. Sen, "home" means India.

It is to be noticed that Mrs. Sen earns the reader's sympathy with her antisocial nature and a growing obsession with food and Indian clothing, giving a sense of homesickness and her original cultural identity. Her choice of wearing Sari, a vermillion in the parting of her hair and a dot on the forehead indicate her passion for Bengali people, Bengali food and all possessions from Calcutta. She is a typical Indian woman for whom fish is the ultimate food. The repeated food imagery specially the "fish" emphasizes her feelings of displacement and yearning for home. In addition, her obsession with cooking fish, and the extent to which she goes in order to obtain fresh fish, are other ways for her to hold on to the familiar elements of her past life. The arrival of fish at the local store is greeted as a piece of news from home and she is pleased to hold it, to cook it and to serve it to her husband Mr. Sen. The fish in this story helps in reminding Mrs. Sen of her house back and holds great importance to her. It gives her a sense of closeness to her people and to her homeland that are totally absent in the American culture. That is, physically though she is in America but mentally and emotionally she seems to be dwelling in a world of the past.

Mrs. Sen repeatedly recreates through her memories, images of her life in India for Eliot. While sitting on the floor in her living-room and chopping vegetables with the traditional curved knife she has brought back from India, she tells him about weddings and big celebrations in India when women "….sit in an enormous circle on the roof of our building, laughing and gossiping and slicing fifty kilos of vegetables through the night… It is impossible to fall asleep those nights, listening to their chatter" (Lahiri, 115). Accordingly, Eliot understands that "home" to Mrs. Sen means India and not the house they are presently in. One would notice that "home" before immigration is described as a place of positive feelings and intimate relationships and relationships with different family members. This selective recalling of the past helps immigrants like Mrs. Sen, to build a home-like figure. Through Mrs. Sen, Lahiri has

skillfully presented the trauma of the loss of "home" which is illustrated in the nostalgic recall of the memory of home, and manifests itself as a home in memory. She is a representative of an desperate sense of loneliness and the pains of hostility suffered by the millions of 'exiled Indians' who try unsuccessfully to balance themselves between "home" and "abroad".

Conclusion

All in all, the paper ends with the conclusion that "home" is not a static concept. It is multidimensional concept shaped by many factors including the personal, physical, emotive, social, and cultural. The meaning of "home" is not an easy concept to isolate. It seems to embrace an extensive sphere of emotional experience, sensory awareness, memory and feeling of nostalgia. Home constitutes, for most of us, simple rituals that link us with patterns of day life. The rituals that gather the family such as cooking, eating, sleeping and cleaning connect us to home, yet we pay little homage to those rituals that connect us to the diverse but collective experience of "home".

 The paper has demonstrated that the concept of home repeatedly evokes certain words and themes, such as safe, comfortable, loving, caring, familiar, understanding, memory, identity and belonging. Moreover, Lahiri has skillfully created a literature revolving around the Indian immigrations in America. Meanings of home are disturbed, changed and lost when families and partnerships fall apart, as in the case of Shukumar and Shoba. Regarding Mr. Pirzada, "home" is where one's family is. In the case of "Mrs. Sen", memory plays a vigorous creative role. Home exists through her memories, as it connects her with the past. It provides her with a sense of belonging and roots. What makes "Interpreter of Maladies" a timeless masterpiece is Lahiri's powerful control over her craft which is combined with the use of clear, direct, well-designed and glowing prose.

References

Books and Book Sections:

Ann Tan, Kathy. 'Caught Between Worlds' The Clash of Cultures and of Generations in the Work of Monica Ali, Jhumpa Lahiri and Zadie Smith. In Gerhard Stilz (Ed.). Territorial Terrors: Contested Spaces in Colonial and Postcolonial Writing. (232). Wurzburg: Verlagkonigshausen & Neumann GmbH, 2007.

Dovey, Kim. Home and Homelessness. In I Altman and CM Werner (Eds). Home Environments. New York, Plenum Press. pp. 33-61,1985.

Fox, Lorna. (2007). Conceptualizing Home: Theories, Laws and Policies. Hart Publishing.

Sarangi, Jaydeep. (2005). Bond Without Bondage: Bharati Mukherjee and Jhumpa Lahiri. In Mohit Kumar Ray and Rama Kundu (Ed.), Studies in Women Writers in English (143-144). New Delhi: Atlantic Publishers and Distributors.

Sommerville, P. (1997). The social construction of home. Journal of Architectural and Planning Research, 14, 227-245.

Lahiri. Jhumpa. Interpreter of Maladies. New York. Houghton Mifflin Harcourt,2000.

Lewin, F.A. (2001). The meaning of home among elderly immigrants: Directions for future research and theoretical development. Housing Studies. pp. 353-370.

Sigmon, Sandra T., Whitcomb, Stacy R. and Snyder, C.R. (2002). Psychological Home. In Adrian T. Fisher, Christopher C. Sonn and Brian J. Bishop (Ed.), Psychological Sense of community (26-27). New York. Plenum Publishers.

Sommerville, P. (1997). The social construction of home. Journal of Architectural and Planning Research, 226-245.

Varalalshmi, B. Man in the Final Continent: Delineation of Man in Jhumpa Lahiri's "Interpreter of Maladies". In Sree, Sathupati Prasanna (Ed.). Indian Women Writing in English: New Perspectives (182-184). New Delhi: SARUP & SONS, 2005.

Journal Articles:

Brah, A (1996). Cartographies of Diaspora: Contesting identities. London: Routledge.

Giuliani V, Bonnes M, Amoni F, Bernard Y (1988) Home and the theory of place. In D Canter,

M Krampen, and D Stea (Eds.), *Environmental perspectives.* Aldershot, U.K.: Avebury,

Gower Publishing Company, pp. 39-53.

Mallett, S (2004). Understanding home: A critical review of the literature. The Sociological Review 52(1): 62-89.

Melwani, Lavina. "Interpreting Exile". The Hindustan Times 23 April, 2000, p.1.

Moore, Jeanne. Polarity or Integration? Towards a fuller Understanding of Home and Homelessness. pp. 147-150. 2007, Locke Science Publishing Company, Inc. Chicago, IL, USA.

Placing home in context. Journal of Environmental Psychology: pp. 207-218.

Online sources:

Wulandari, Retro. Food: Memory and Identity in Jhumpa Lahiri's When Mr. Pirzada came to Dine and Hell-Heaven. Faculty of Humanities. Diponegoro University.

http://eprints.undip.ac.id/39304/2/Food_and_Memory_Retno.pdf

Eve and Her Beings: A Chopin-Brainard Simulation

Rhodora Magan, Cebu Technological University, Philippines

Abstract

By principle, Plato was able to carry out the ideals of life through mimesis. In this study, the extent of mimesis being the foundation of literature is put premium. The question as to whether or not time has ultimately changed the traditional mimetic concept is certainly at the fore of the conversation with respect to the 'woman' archetype which in this study undergoes simulation. The word 'simulation' having its weak propensity to mean any other than 'reinvention' bears the record of the enduring strength of time to infinitely regress. A lot of intriguing discussions arise around the concept of 'simulacra' : Eve, Edna, Magdalena along with many others against the boundless perspective of simulation. Eve through Edna in Kate Chopin's *The Awakening* and Magdalena in Cecilia Manguerra-Brainard's *Magdalena* are technically called the 'simeotic objects' as per Charles Sanders Peirce's concept in Merrell's essay (2001) .

They may represent the object of woman but many of their qualities deviate from the original object---'the real object' . On a highly unpredictable note of Girard, mimesis becomes significantly stratified to highlight the different levels that explain how humans imitate or desire. Precisely attacking the unusual phenomenon of imitation as one that does not completely copy(the study's assumption) is *conflictual mimesis*. In the hope of elaborating on the seemingly 'avante-garde' concept of this type of mimesis, this literary investigation looks into some of the texts' elements and other modes of mimesis relative to the process of simulation.

Introduction

Literary pieces are seen as copies of realities. Everything that one reads is basically an imitation of the things that can be perceived with the five senses. According to Plato , it is a copy of reality while Aristotle argues that it is twice removed from reality therefore making it a copy of a copy of reality. For Aristotle "to imitate is not to produce a copy or mirror reflection of some things but involves a complete mediation of reality" (Bachelor and Master). This is so because literature is treated as a perfect representation of reality which is nature itself.

The simplicity of Plato's presentation as opposed to Aristotle's creates ideas that allow one to see the level of sophistication imbedded in the argument of the latter. While it is true that mimesis involves   replication Aristotle's on the other hand also involves the same philosophy; however, reality is more observed in the 'mediation' technique. This creates more understanding of the factors that surround the object so that one is drawn to perhaps finally conclude that these factors have inexcusable effects, say radiations, to the object that receives great attention. The principle of mediation is a highly realistic   concern that explains the possibility of changes that govern the new form of which other objects built strengths upon. In 'mediation' meaning takes multiple shifts for varying concepts to form. Baudrillard (1994) affirms that "people live by an idealism of meaning" which in turn breeds the "catastrophe of meaning." As it breaks into different ideal interpretations, the meaning intensifies the ironic standpoint. He adds: "Beyond meaning, there is the fascination that results from the neutralization and implosion of meaning"(83).

People throughout history are not without knowledge on ideal codes. Such examples are treated with respect to how milieus construct their ideal meanings. In this study, the value of women is taken to a higher level of speculation. The need to evaluate this concept compels those who believe in the specific role that women play then and now. Eve being the first woman created is a manifestation of God's authority to decide what is best for mankind. The whole of humanity is in dire need of a complimentary force that seemingly equals the one in authority --- man. With this, both are deemed inseparable for the purpose of fulfilling the dual responsibility of inventing and reinventing. Relative to the needs of man comes the position of woman to be carefully assessed. The specific partnership is tremendously accountable for whatever problems are met and the consequences of the responses taken.

In view of the recurring issues about women's fulfillment of specific roles, the essence of juxtaposing the woman and others (Eve ,Edna and Magdalena) cannot at all be avoided for their characteristics become points of reference by which replication may be confirmed.

Within the context of the rationale this paper is conceived of. This study argues that Eve (emanating from the 'real' woman) is reinvented in Kate Chopin's *The Awakening* and Cecilia Manguerra-Brainard's *Magdalena.* It is further assumed that the copies are more than the 'real' as purported by Peter Brooker in *Cultural Theory: A Glossary* (1999).This he logically concludes as more believable as the 'autonomous simulacra' become free from all references to the real (121-122).

Results and Discussion

Language Strength and Vulnerability : Ancient to Orient
The act of 'mediation' as Aristotle's main concern hinges on the availability of specific codes that govern the existence of an object. The linguistic phenomenon surpassing the stability of rules streamlines the climate where the object (the archetype) takes on a different form and adorns itself   several pieces that determine the fashion it now seeks to establish. One can argue that the form   may still be nothing different from the object that it copies but the milieu through the timelines may be seen as a shifting construct of reality's representation, a fact strengthened by Bocholtz (1994) who maintains the idea that "language is only one social activity among many and that it takes much of its meaning(…) from the other practices that surround it."

Implosion of meaning explains the weakening of previously established concepts. At the core of mediation (where implosion occurs) lies the undisputable notion that Baudrillard (1994), a postmodernist, reiterates:

> To a system whose argument is oppression and repression,
> the strategic resistance is the liberating claim of subjecthood.
> but this strategy is more reflective of the earlier phase of the
> system and even if we are still confronted with it, it is no
> longer the strategic terrain; the current argument of the system
> is to maximize speech, the maximum production of meaning.
> Thus the strategic resistance is that of the refusal of meaning
> and of the spoken word----or of the hyperconformist
> simulation of the very mechanisms of the system, which is a
> form of refusal and of non-reception (85).

Principles have changed and they are for the benefit of those who acknowledge the inadequacy of one meaning   to explain objects in an array of contexts. Production of meaning seems to have taken the strongest position toward the bending of traditional paradigms so that the world builds specific views rather than predetermined generalities. Following the contour of 'non-reception', this study seeks to maintain relativity in the contexts of the Bible, Western society and the Orient.

Before Eve, the Bible is clear about God's desire to create Eve for Adam. The scenario in itself presents the 'desire' which is pure and copied from no other (as there is none other that predates this creation of woman). At the creation of Eve there emerges a copy placed in a context like no other 'paradise'. This first level of representation is basically set by the 'Creator' who Himself decides for the climate within which Eve should operate alongside her partner 'Adam'. One may see this climate very free and pure through which language also could decisively sculpt the form of the woman who eventually falls under grace.

Surprisingly, amidst the perfect environment emerges the ultimate commandment that introduces sin which is first exposed by the commandment given to both of them. Eve's existence is heralded by the bounds of her own environment. Her presence in the paradise is not to be seen as an absolutely free survival. The ideal is obviously represented by a flawed object who in her capacity allows temptation to open her

senses. What happened to Eve after giving in to her lust is explained in simple linguistic codes:

> Unto the woman he said, I will greatly multiply thy sorrow
> and thy conception; in sorrow thou shalt bring forth children;
> and thy desire shall be to thy husband (Genesis 3:16 KJV).

These are clear justifications of her being 'flawed'---- a characteristic not originally imbedded in the 'real object'. The mediation that now occurs has the inherent processes of punishment and ultimately rejection. The complexity of the event breeds another inherent trait or set of traits that are complex evolutions of prior characteristics compromised by the 'first representation', that is, Eve ("And Adam called his wife's name Eve; because she was the mother of all living"- Genesis 3:20 KJV) as she is bound to eventually do it since the introduction of the law:

> (16)And the Lord God commanded the man, saying, Of every tree
> Of the garden thou mayest freely eat:(17) but of the tree of the
> Knowledge of good and evil, thou shall not eat of it: for in the
> Day that thou eatest thereof thou shalt surely die (Genesis 2:16-
> 17 KJV).

It was only after the woman sinned that the name was given. Specific meanings to every name in the Bible are not without significance. Essentially she is called Eve as she is the 'mother' who first bore the first offsprings that populated on earth. Arriving at the moment when Eve has to experience pain concludes the wrath of God upon her and Adam which consequently draws the line between the original and the simulacrum. Deviations from here on are to be observed since they justify the intervention of a necessary understanding as to why the 'representamen' behaves otherwise.

Looking at the strong and weak points of the language, it is needless to say that the context is central to how one perceives it to be either powerful or vulnerable. Saussure (1 966) contends that: "Language is a social institution, made up of rules and conventions that have been systematized … ." One may opt to imagine the 'Eve' as a strong character but the common likelihood is that anyone would undeniably downplay these positive ideas because of the prevailing associations with it such as *suffering, pain, agony, curse,* and so on as can be inferred in Genesis 3:16. In the paradise one sees all the ideals----elements of an elusive space ('elusive' if seen from the people of today's perspective). In the paradise one eliminates the negativities that revolve around the sinner's existence. In the paradise where the first commission of sin happened Eve is immortalized throughout history (at least to those who believe in the infallible Book) as the temptress and the weaker vessel. This leads one to finding the degree of digression from the 'real' object.

The extent of pure imitation, therefore, is only possible up to where the linguistic code that confines people in a particular context such as names and not so sophisticated descriptions would start to depart from the already established concepts of 'real' objects. However, the point of departure still merits the value of imitation in a sense that the struggle to conform to what is ideal is absent. This may sound illogical but Girard (www.uk.sagepub.com) reveals a mode of mimesis which he refers mostly as

pacific mimesis. He argues that this mode occurs certainly in situations where the 'model' (known in this study as 'real' object) is far from the 'disciple' (known in this study as 'representamen'). There is clearly no competition between the two considering the sublime position of the one being copied and the contexts where these two exist.

Having thus far elaborated on Eve's becoming, there is already a step made toward discovering the emergence of another simulacrum. In this particular determination of commonalities among the woman, Eve and Edna through simulation, the same process will be employed. First, assessment of Edna's milieu is going to give credit to the common practice during her time as constructed by the author, Chopin:

> The sun was low in the west, and the breeze soft and languorous that came up from the south, charged with the seductive odor of the sea. Children freshly befur belowed, were gathering for their games under the oaks. Their voices were high and penetrating *(www.gutenberg.org).*

One can almost taste and feel what is meant to be tasted and felt in the narrative. The literary touch of nature overwhelms the entire passage with beauty that one can easily locate the presence of time and place rolled into one distinctive panoramic view in a society cultivated by French inhabitants. Louisiana goes beyond mere adoption of history as Creole comes alive in the expressions and certain names: "Passez! Adieu! Allezvous-en!; Sapristi! , Pontellier, Lebrun and Ratignolle.

Edna, a character catapulted to the age of industrialization, is set at quite a distance from Eve, an ancient and Biblical figure. Instant observations can be made in the milieus as having shared physical qualities of peace and rejuvenation. Although not using the Old English convention, Chopin is able to create Edna some space for contemplation in a new fashion as in *languorous, soft breeze; seductive odor of the sea' children playing and oak trees.* Having children in the context does not however make it far from the Biblical locale for it retains the elements of the ecosystem.

Regardless of what happened with the children, it is clear that the character, like Eve , experiences a kind of freedom within her own realm. She is blessed with the abundance of sea breeze, shade of the oaks, sound of the playful children and the temperate atmosphere. Nothing could be asked more than the things being offered (at least from the language of Chopin).

The way characters are developed primarily depends on how rich the narrator's imagination is. The same idea possessed Chopin in designing Edna's bearing as one with "strong shapely hands". Women are usually categorized in terms of how their extremities appear especially that during the period of Industrialization , women are not exempt from fulfilling certain roles that only men are expected to do like carrying loads of goods which eventually creates calloused hands.

> "Throughout history, women have been slated to be clean , soft and beautiful. With trimmed cuticles, clean fingernails and pretty clothes. Even through our feminist movements, with figures like Rosie the Riveter and leaders like Alice Walker, we still come back to the perfect images of women portrayed in *Ebony and Glamour"* *(browngirlfarming.com).*

Women who belong to the upper class are those who escape from the natural process of discrimination as they have personally assigned attendants to get things done for themselves. Since not much work is done in Eve's period, she might as well be considered 'privileged' (the name rich people are often called). Edna is one of them. Her niche protects her from the outside world , thus, preserving the nature of her outward appearance. This is the idea that drives men to considering women as their priceless possession:

> " 'You are burnt beyond recognition,' he added, looking at his wife as one looks at a valuable piece of personal property which has suffered some damage" *(www.gutenberg.org).*

Edna's husband manifests this great concern for his wife's appearance. Since men's perspectives toward women become so narrow, women suffer the rippling effect of this particular stigma attached to them. The tapered reality causes women therefore to feel inferior and weak. Having been reduced to a mere object of attraction, women knowingly and unknowingly cope with the challenge to meet men's expectations up until they realize they are no longer themselves.

> For five years, Magdalena put up with Victor. She acquired some weapons along the way. She knew she couldn't afford to look like a loser, so she dresses impeccably in expensive designer clothes. Her hair was always perfectly coiffed; her fingernails and toenails were always painted her favorite pallid pink color. Her face wore the powdery perfection of Helena Rubenstein… She had mastered her denial so well…*(Magdalena).*

This however could be a *pacific mimesis* in Eve's context but a *conflictual mimesis* in Magdalena's. Girard explains this as possibly occurring in situations where the model (the woman) is expelled from the equation as rivalry between or among others escalates to a certain degree. Magdalena competes with the inner self as "she knew she couldn't afford to look like a loser". She is motivated by her desire to get even with Victor's 'other woman'. The level of controversy she engages herself compared to that of Eve can be seen to have conflicted at some points. While Eve wants to satisfy her curiosity(Genesis 3:6) Magdalena wants to not just feed her curiosity (as she is determined to know the result of her present actions) but also to consciously create herself a new identity : "she had mastered her denial do well." She maintains the practice along with her inspiration from *Helena Rubenstein* whose outward appearance causes Magdalena's desire to be possessed, thus, *possessive mimesis.*

The mandate of one's intuition to become what one could actually become is so strong that even Eve in the presence of the serpent becomes so lured to the irresistible mysticism of the invitation in Genesis 3:6. At the verge of losing oneself, the force of evil grows to overpower the other side which takes the victim to the abyss of damnation. The very act of falling from grace paints the same characteristic for all three of them: Eve, Edna and Magdalena. Edna's mental, physical and emotional behavior echoes the overall tone of defeat:

> " She walked out. The water was chill, but she walked on. The water was deep, but she lifted her white body and reached out with a long, sweeping

stroke. The touch of the sea is sensuous, enfolding the body in its soft, close embrace. She went on and on. She recalled the terror that seized her at the fear of being unable to regain the shore. She did not look back now… thinking of the blue-grass meadow that she had traversed when a little child, believing that it had no beginning and no end…the shore was far behind her, and her strength was gone. She looked into the distance , and the old terror flamed up for an instant, then sank again *(www.gutenberg.org)*.

The obvious evidences of longing to be with someone else   in the context of marriage complete the trail of human consciousness toward   transgression of the law. Eve's union with Adam is the first marriage recorded in the Scriptures:

> Therefore shall a man leave his father and his mother, and
> shall cleave unto his wife: and they shall be one flesh (Genesis
> 2:25 KJV).

 Marrige as a sacred act between two souls maintains the level of respect to the One who institutes it upon man. Eve may impossibly be entertained by another man since Adam was the only man created yet she could still defy the sanctity of marriage in a symbolic way. Parmentier (1994)   reiterates Pierce's contention on 'symbolic relation' where the 'simeotic object and the 'representamen' do not depend on the perceivable traits they share to establish their connection but on the ideas or concepts that originate from the interpretant which Merrell understands as 'sign's meaning'(2001) with reference to Charles Peirce's idea. . Baudrillard (1994) likewise supports this manner of understanding a relation. He agrees on this seemingly incomprehensible logic as he himself has noticed "the doubling of language" that distorts the expected association between the language and the image or object shown (especially happening in advertising as he observes).Hence, in this study   the interpretant is the meaning itself drawn between Eve's act of eating the "tree of the knowledge of good and evil"(Genesis 2:17) and infidelity.

Rationalizing this decision takes into account the value wasted on both ends----trust. Eve's lack of trust in God's warning led her to misery. In Edna's situation, trust might have come second to her priority but in the end it was still trust that she abandoned. Drowning herself is less of an escape than a punishment to herself   once she realized that the man she pursued at the expense of the family she once built never looked back at her. The deception of her observation that she is never given the affection she deserves from her husband still boils down to how much trust she has put up in the relationship that is capable of preserving the marriage. After all it is only her assumption   that the problem could no longer be fixed.

Eve, Edna and Magdalena reflect the tone of innocence coupled with ignorance and vulnerability ---- the strength the register carries pertaining to these characters created in different timelines. These three women   magnify the ethereal presence of language itself in the creative process of simulation as in Magdalena's characterization:

> "She was the faded photograph of a cautious-looking woman with a wistful
> smile, good-looking, yes, but with a strain around her eyes and lips. She was
> the bundle of letters, photographs, and journals that my grandmother kept at the

bottom of her armoire. She was the bits and fragments of words and paper and cellulose---ethereal, a ghost I could not pin down" *(Magdalena)*.

Until now, Eve is perceived to be the ethereal being who is the first mother of humanity. The memory of her as the first woman in travail lingers in every historical account, even the Bible is clear about this.   This repetition of experience is much explained in the repetition as well of a form, say, a woman's form which in this study is treated with respect to both language and milieu as in Brainard's way of creating a harmonizing effect in her story set in Ubec (Cebu) that corresponds to words or expressions of local color ; ideas that vivify the sentimentality of Cebuanos in general (that sort of attitude that sounds harsh but poignant to the ears); ideas that penetrate the senses ; and thoughts that evoke sensibility—all combined to create the perfect reality of life in the Orient:

> "The land was rocky but riddled with coconut trees, hibiscus, birds of paradise and a colorful profusion of tropical bushes. It curved around a cove with calm blue sea and sugary white sand; and even the people of Ubec who were not fond of swimming … or sunbathing, acknowledged that it was a prime piece of property" *(Magdalena)*.

The setup is a lot like the grandeur that Eden provides to its first inhabitants. There is the presence of the sweet aroma of oriental plants and the fresh look of the environment that seems to build anew its beauty each time one looks at it.

Cecilia maintains the gravity of intent her ideas in the story display.. At the onset, the voice of a woman echoes her questions about her true identity:

> "Soon after I found out I was pregnant, I decided to write my mother's story. I never actually knew her although all my life I'd heard about her…. But I knew early on that I wasn't just my mother's daughter, that someone else's blood coursed through   my veins. I could see it in my pale skin and the hazel sparks of my eyes…" *(Magdalena)*.

Like Eve, this longing to know her true identity is unmasked   when she spent time listening to the serpent as well as Edna who oftentimes visited another character who deliberately gives her the advice to solve her problem. Eventually, Brainard chooses to end with justifications of the travails of these women.

Conclusion

In a world without sense, all choices are possible, a situation which Sartre viewed as human beings central dilemma: "Man [woman] is condemned to be free." Edna and Magdalena reflect the perception implied in Eve's action in the garden of Eden. The moment Eve gives in to temptation becomes a defining moment for not just one person but for all who falls into the same trap. It outlines the weakness of women whose traces can be clearly observed due to the light from the back that seemingly creates the silhouette   of the one put to condemnation.

Understanding the proclivities of   women in the world infested with varying degrees of caprice. Inverse proportionality is understood to be the rational relationship   that

actually takes place in a society where the level of morality is at its lowest and individual's level of anxiety is at its peak. Society could have never been much chaotic if inhabitants themselves devalue the sense of order. However, since the decay has nibbled its way already to the top, the mode of existence has also succumbed to the inevitable force from down there.

With the sin that Eve committed, everything else is damaged. She, together with Adam, leaves the paradise that is supposedly meant to nourish their beings with extraordinary sustenance that no country even in the modern world could oppose. Man is dragged to suffering the same consequences. Same is true of Magdalena in the story. After the commission of infidelity, as a response to her husband's illicit affair, she got off the *streetcar named Desire(T. Williams)* with too much burden on her back. Instead of staying composed amidst struggles, she did the same form of bestial act that completed the cycle.

The reality can be seen in the contexts of these women --- the cycle of betrayal, forgiveness and reconciliation. Eve betrayed Adam. This is mirrored in Magdalena's act of betraying Victor and Edna's act of betraying her husband so she could consummate the lust with Robert who unfortunately left her after he came to terms with reality.

Consent is a matter of great importance. Eve, in her attempt to free herself from being deprived of her own will, succumbs to define herself by , making her own decision in the absence of Adam. Even with Victor's glaring mistake, Magdalena should have retained her composure by not engaging herself in another affair where she could easily fall short of God's grace and Edna, despite her feeling of being be lost, could have at least waited for her husband , at least, to iron things out so she could taste the answer of her need for affection and importance.

Men fail at times to do their obligation , so women start to clamor for it. Eve, Magdalena and Edna reverberate the musings of an abandoned party. The question as to whether or not it was Eve's fault is never a contested idea for the Bible is clear regarding who is to blame --- and that is Adam : "as by one man sin entered into the world… (Romans 5:12 KJV)."

Eve finds an opportunity to wander because a leeway is provided. When women fail in relationships, men's responsibility is called to question:

> "Husbands understand that just as sex is a high priority… non-sexual affection is equally as important to her. If a woman does not feel emotionally connected, she may not want to connect physically---and for most men , not connecting physically is a problem (*The Relationship Manager)."*

Both Magdalena and Edna feel the lack of affection; bothof their husbands have become mechanical in their tasks , thus , forgetting the task at home to care for equally important individuals:

> "Mr. Pontellier was up in a good time to take the rockway which was to convey him to the steamer at the wharf. He was returning to the city to his business , and

they would not see him again at the Island till the coming Saturday." *(www.gutenberg.org)*

Sometimes, it is not business haunting men but their lack of contentment:

"Later, when there were other incidents with women, far more flagrant, Magdalena continued to believe Victor. There was a time when Victor would recklessly date his women in clubs and restaurants. They were always young and pretty…" *(Magdalena).*

Neither passages for discontentment nor business anxieties can be traced in the Bible which Adam might have experienced , but certainly , reasons are possible to support the condition of inadequacy on the part of Adam that led to Eve's betrayal of Adam's trust.

Women, in their desire to wield power, continually succeed in disintegrating themselves from their own consciousness. Negatively, this creates the culture of undeniable subjection of women to men's authority .Eve , Magdalena and Edna are classic examples of women who, in their vain attempt to establish themselves above the higher authority, shed light on the fundamental concept of liberation that is always possible to happen at every woman's expense.

These three women may have varying degrees of experience but they stand on a common ground, that is, the proclivities of their senses that recur throughout the history of man. Simulating certain qualities, if not all, would already give appreciation to the constant yet evolving nature of women (evolving due to the changing contexts along with time). Valuing women is tantamount to significantly promoting the essence of the linguistic phenomenon that through time has never missed any event that concerns beyond what a simple mimetic principle can do. The new product stands the new truth in a new context   inasmuch as this has already been influenced by many factors. Bakhtin (1981) himself detaches from the concept of 'determinacy' of meaning by way of acknowledging that:

> The boundary lines between someone else's speech and one's
> own speech were flexible , ambiguous, often deliberately
> distorted and confused (69).

Simulation, in a larger sense, disintegrates the conventions into specific idealisms of diverse cultures. Certainly one speaks of them as women but the   extent by which they have copied the attributes of God's 'real' woman simply resides in the non-existent realm of the linguistic phenomenon. The power each simulation brings may at some point refer to the 'real' but may not at all represent the copied object by virtue of the different modes of mimesis that are essential components of the postmodern process of simulation.

References

Bakhtin, Mikhail M. (1981). The dialogic imagination: Four essays. Michael Holquist, ed.; Caryl Emerson & Michael Holquist, Trans. Austin: University of Texas Press.

Baudrillard, Jean (1994). Simulacra and simulation. Trans.Sheila Faria Glaser.USA: The   University of Michigan Press,92.

Brainard, Cecilia Manguerra (2002).*Magdalena*. Austin,TX: Plain View Press.

Bucholtz, Mary (1999). Bad habits: identities in practice and performance. In Bucholtz, Mary, A.C.Liang and Laurel A. Sutton (Eds.) "reinventing identities: the gendered self in discourse". New York/Oxford: Oxford University Press, 9.

Brooker, Peter (1999). Cultural theory: a glossary, 121-122.

Merrell, Floyd (2001). Charles sanders peirce's concept of the sign. In Paul Cobley (ed.), The routledge Companion to semiotics and linguistics. London:Routledge,28.

Parmentier, Richard J. (1994). Signs in society. studies in semiotic anthropology. Bloomington and Indianapolis: Indiana University Press,27.

Saussure, Ferdinand de.(1966). A course in general linguistics. W.Baskin, Trans. New York: McGraw-Hill.

Holy Bible (King James Version)

http://bachelorandmaster.com/criticaltheories/about-mimetic-theory.htmlOctober 2013

http://browngirlfarming.com/a-womans-hands/ October 2013

http://rachellemiller.wordpress.com/2011/06/11/needs-of-a-woman-pt-1 affection/October 2013

http://www.uk.sagepub.com/upm-data/5171_Berger_Final Pages_Chapter_1.pdf

https://www.gutenberg.org/files/160/160-h/160-h.htm

A Psychedelic Sagaciousness into Victor's Life: Khushwant Singh's Burial at Sea

Shalini Yadav, Aljouf University, Saudi Arabia

Abstract

Khushwant Singh, one of India's most read and well-known writer in Contemporary Indian Literature, has written about the societal, political and individual's faults and lacunae, which create interest into significant appraisal of his novel *Burial at Sea* with the intention of ascertaining individual's survival as well as the struggle for independence and the after effects of India's independence. In this paper we turn towards the Indian history where Victor Jai Bhagwan is depicted as a different kind of freedom fighter who did not fight physically but economically. This paper analyzes his life course from his birth in slave India, education in England, disagreement with Gandhiji's vision for the future India but respect for him, establishment of the mills to bring the benefits of modern industry, recognition as famous business tycoon of India, revitalization of his sexual instinct and love for a tantric woman, and finally murder by some people which is adroitly portrayed by Khushwant Singh. In this paper an attempt has been made for a psychedelic insight into the life of a striving figure and a brilliant young man who was fiercely committed to his country.

Keywords: Psychedelic; independence; sagaciousness; struggle; revitalization.

iafor

Introduction

Burial at sea, the fifth novel of Khushwant Singh, takes the psychedelic insight into an individual's life and the freedom struggle of India. It is a novel of 14 chapters with craftily chiseled plots fitting into a well contoured structure. The title sounds little spiritual but mundane affairs like societal, political and individual's struggle are at prior. It's a saga of an individual named Victor Jai Bhagwan who is made legendary in the novel because of his actions and economical support he provided to the country by industrialization while struggling for freedom.

He took his first breath in slave India but he was determined to make India economically stronger and independent. '*Modernize or perish*' was the slogan he gave to Indian industrialists to be a free and developed country. On the other hand, Gandhi and his followers were working to throw the British out of the country. Khushwant Singh has basically portrayed the two different kinds of strata of freedom fighters in the novel.

The novel begins with some gloomy lines of the description of the place where the main protagonist Jai Bhagwan's last journey starts, after his demise –

"For two days and nights his embalmed body lay in the Darbar Hall of the Governor's palatial residence overlooking the Arabian Sea. Raj Bhavan had been thrown open to the citizens so they could pay homage to the man who perhaps had done more for their country than anyone else in living memory. Though few people knew him personally, he had become a legend; the line of homage-payers bearing wreaths and flowers stretched over a mile beyond the entrance gate." (Singh, 1)

This gloomy beginning reminds the readers the tragic heroes of Shakespeare's plays where the main protagonist dies at end of the story. The very first chapter intelligently engrosses the readers into the narrative with its main character's dismal death and unusual burial at Arabian Sea. One after another the sequence of events have so deftly been set up further by the author in the novel that each plot runs towards its destiny parallel to the main plot of Jai Bhagwan's life struggle.

Reflection of Jawahar Lal Nehru and Indira Gandhi's Lives

 Burial at Sea is based on the lives of Jawahar Lal Nehru and his daughter Indira Gandhi which somewhat discloses the veiled tales of these worshipped people by generations after generations in India

Jawahar Lal Nehru's father Moti Lal Nehru is depicted as a renowned anglicized barrister Kishan Lal Mattoo who wants to bring up his only son as an English aristocrat.

Jawahar Lal Nehru is presented as Jai (Victor) Bhagwan who becomes an English well-bred rich industrialist, whereas Indira Gandhi, his daughter as headstrong, self willed and sharp tongued Bharati, daughter of Jai Bhagwan who inherits his wealth and empire after his death.

Nehru's relationship with Shraddha Mata, an Indian Sanyasin who was a strong follower of Hinduism with ample influence was supposedly conspired by Hindu Maha Sabha to sidetrack Nehru from his dream of secular India. However Nehru himself wrote about his relationship with Shraddha Mata in these words,

"it is true that the lady in question met me several times…we discussed the Hindu Code Bill and the question of language. She tried to influence me and I tried to influence her the other way. I don't know what success I had but she had none."

Similarly Khushwant Singh has highlighted Indira Gandhi's connection with Dhirendra Swami, the God man who exerted considerable clout during the emergency due to his intimacy with Mrs. Gandhi through Bharati's relationship with her Yoga guru. These kinships are questioned and anticipated wittily in the novella by Khushwant Singh in a different way with his ingenious skills of writing in the combo of surrounded rumours that the relationships were more physical rather than platonic between them.

Education in Slave India

In colonized India whereas one side people were fighting for freedom following Mahatma Gandhi credo of non-violence, celibacy and the boycott of everything foreign, some people with good fortune and reputation wanted their kids to study English to tell the British to their faces that it is time to buzz off from India and let Indians handle their own affairs. They found it the other way of bringing India honor and self respect by worsening the British in their own law.

In *Burial at Sea,* Khushwant singh has represented such character, Krishan Lal Matto who wanted to bring up his only son Jai Bhagwan as an English aristocrat,

"in order to deal with the British, one had to speak like them, mix with them socially as an equal, learn to eat their kind of food on expensive China using silver forks and knives, and serve them premium Scotch and vintage French wines of better quality .." (Singh, 6)

Khushwant Singh's different kind of representation supporting those who had been in guilt for being a slave to English custom by anglicizing their children is utterly an illustration of his sharp intellect. Krishan Lal hired a nanny governess Valerie Bottomley from London who changes Jai Bhagwan into Victor *"the son of an English county gentleman: cravat, waistcoat, and stripped trousers... impeccable manners."* (Singh, 12) Later on because of her immense efforts, Victor gets admission in Eton and goes England to finish his higher education from there.

Gandhi's views on anglicizing children

Krishan Lal Matto was an open admirer of Mahatma Gandhi so in one of his visits, Matto asks for Gandhi's views on anglicizing his children thinking that Gandhi might oppose the idea of it. Gandhiji responds:

"I agree. We have to have some Indians who can tell the English when to get out in a language they can understand. But don't take it so far that they are ashamed of being Indian. Their roots must remain firmly embedded in Indian soil." (Singh, 8)

Matto became happy and shortly afterwards hired a nanny for his children's education. Victor being a serious minded young lad learnt everything very soon but he had not yet thought about what he would like the India of the future to be. His mind was full of such actions of *"Alexander and Napoleon and images of cars and machines"* that he had never seen in his colonized country yet. (Singh, 15) His father supported his thoughts of industrialization knowing that Gandhiji is against that. Moreover, he encouraged him not to be influence by anyone while dreaming about the constitution of modern India according to his views.

Views on industrialization

Mahatma Gandhi strongly objected to the use of machinery, since in his time machines typically led to *"the concentration of economic and political power in the hands of a few, extremely rich people."* (Iyer, 348) Today, of course, the situation is not like that. For example, information technology has led to decentralization of power, rather than centralization of it. But in that phase where colonial India was struggling for freedom, Gandhiji felt that industrialization will increase the problem of economic equality in the country later on. In K Kripalani's book *"All Men Are Brothers"*, *Mahatma* Gandhi tells:-

"I cannot picture to myself a time when no man shall be richer than another. But I do picture a time when the rich will spurn to enrich themselves at the expense of the poor and the poor will cease to envy the rich. Even in a most perfect world, we shall fail to avoid inequalities, but we can and must avoid strife and bitterness." (Kriplani, 136)

Gandhi supported an economic theory of simple living and self-sufficiency/import substitution. He envisioned a more agrarian India upon independence that's focal point would be meeting the material needs of its public prior to generating riches and industrialising. After Nehru, Victor Jai Bhagwan was Mahatma Gandhi's favourite Indian-a brilliant young man with the temperament of a leader and fiercely committed to his country. Though Victor adored and respected Gandhi, he disagreed with the Mahatma's vision for the future of India and moreover, he

"...contradicted everything Gandhi stood for: handspun cloth, self-sufficient villages, very basic education...wanted to see an India which had modern textile mills, steel plants, automobile factories, huge dams and thousands of miles of canals, every village connected by road, more schools, colleges and hospitals." (Singh, 16)

According to Gandhi, people *"might achieve these material ambitions but in the process lose their souls and their Indianness."* (Singh, 19) He was also decisive about industrialization calling it an indefinite multiplication of wants. He said that the reliance on machinery will destroy man's inseparable relationship with nature; moreover, this overdependence on machinery may demolish the stable and long-established agrarian village communities which are environment-friendly and which for him constituted the core of the nation's strength, not just material, but ethical and spiritual. Gandhiji feared that people will fail in the task of sharing the available

work- and leisure time for family life and community service- equitably. Although Gandhi's original fears about machines have been confirmed unfounded, nonetheless industrialization has not mechanically led to an even-handed division of work and leisure time.

Recognition as famous business tycoon of India

While staying in England, Victor *"approached manufacturers of textile machinery; they were more than happy to sell the latest machines at reasonable prices...approached architects who had designed the mills and technicians who had installed the machines...promised to send them formal contracts...set in motion the momentous project of that would shape his own future and India's ."* (Singh, 55-56) After his return from university in England, Victor was determined to bring the benefits of modern industry to the subcontinent.

In that course of action he called a panchayat in his village and promised the villagers to give the reasonable price for the barren piece of land and to give boys and girls employment. He shares his idea with Gandhiji and asks for the establishment of mills in the country. In their discussion, Mahatma Gandhi asks Victor, *"What will happen to the millions of weavers who make a living spinning and weaving clothes?"* (Singh, 48) In the book, *The Essential Writings of Mahatma Gandhi,* Mr. Iyer tells-

"The basic aim of Gandhian economics is to provide full employment for the poor, really for all potential members of the work force, so that these workers can provide for their own necessities by their own efforts, in dignity, without depending on charity. Gandhi was not opposed to technology, but advocated a proper mix (depending on prevailing conditions) of technology-intensive and labour-intensive production." (Iyer, 402)

Gandhi's basically advised Victor not to rush into technologically oriented development; first make sure what impact it will have on employment and through this on the well-being of the poor people. On the other hand Victor assured him that poor people *"could be employed in the textile mills and earn more money. We could export our cloth and earn foreign exchange."* (Singh, 49)

Then Victor set textiles mills at first, then Sugar mills followed by factories to produce chemicals, cement and bicycles, before finally investing significant capital in shipping. *"Modernize or perish was the motto he gave to Indian industrialists."* (Singh, 60) And within a few years of India's independence, he becomes the country's biggest tycoon.

Out-shout the ideologues of colonialism and freedom struggle

Throughout all this, Victor kept himself detached from the uproar of freedom struggle. Neither he was a supporter of British Raj, nor did he have a flair for politics. People were out-shining and out-shouting ideologues of colonialism everywhere in the country at large scale but

"To victor it was more important to industrialize India, to make it economically strong. Because what freedom could there be without that?" (Singh, 61)

Victor felt that country needed much more to modernize itself. He wanted to produce more electricity to bring light in every house and to drive gadgets and machines; lay good roads, highways and rail lines to connect all cities, towns and villages. He wanted to manufacture all products from small to oversize in the country itself for the betterment of country. Victor provided funds to congress leaders whenever they needed and approached him for that through Gandhi as his enterprises were making record profits. He proved himself a freedom fighter who worked for the economy of the country as, *"he didn't want a free India to start off as a backward, impoverished nation."* (Singh, 62)

The after effects of India's Independence

The British finally decided to hand India over to Indians but they split the country into two parts- Hindu India and Muslim Pakistan. India got the freedom but it had positive and negative both kind of effects on the country and Victor's personal life:

Independence's celebration in the city and at home-

Victor didn't take part in the independence celebrations going on in Delhi whereas *"the city was in festive mood with the Indian flag flying on all buildings and processions marching down the streets shouting slogans."* (Singh, 76) He was not happy as what kind of future prospect he was looking at for the country was completely disturbed by partition. The only one who looked happy at his home was *"Victor's little daughter, who went around Shanti Bhawan marching like a soldier carrying the tricoloured flag of Independent India and shouting 'Bharat Mata ki Jai' (Long Live Mother India!).."* (Singh, 75)

Partition's negative effect on the country and Victor's home-

Khushwant Singh has depicted the after effects of partition with such rhythmic gait and a sense of believability, horror and human emotions' dimensions. Victor had not dreamt for such freedom in his younger days. One side the whole country was burning in the fire of partition which Khushwant Singh portrays with his in-depth knowledge about the after effects of partition-

"Fratricidal war erupted on the subcontinent between Hindus and... Muslims…slitting each other's throats from the banks of the Indus to beyond the Hooghly…the city was flooded with Hindu and Sikh refugees who had fled from Pakistan…they were living in ancient monuments, on footpaths and roundabouts." (Singh, 75)

On the other hand, at Victor's home, his father's health *"was deteriorating. The babbling with which he had responded to Independence and the Partition refugees had forced everyone to confront the obvious….he had become absent-minded and had bouts of depression.."* (Singh, 76) Victor felt too secluded than ever before because the country had been distorted into something terribly unrecognizable by the British, the Congress and the Muslim League.

Revitalization by Love and Yoga

After Victor's wife death leaving a daughter behind her, he had sunk himself down in work and anguish, *" shuttled between Delhi and Bombay more frequently now and worked for almost sixteen hours a day...Mattoo, approaching seventy and badly affected by Jaishree's death, was growing indifferent to office work, and Victor had to take on his shoulders."* (Singh, 69) He passed a long period of his life solitary in the company of his yacht Jai Bharati. But now after partition he sensed that his father's days were also numbered and too less. He truly comprehended the meaning of loneliness in those days of his father's serious condition.

After his father's death, he worked for several years and finally his daughter paved his path taking over the business. Meanwhile he meets a tantric woman Durgeshwari whose company and yoga lessons prove somewhat remedial for Victor in his angst of business mechanical routine. She revives his sexual instinct bringing monsoon in his life-

"Black clouds ...may announce their arrival with lightening followed by claps of thunder. Or silently spread them across the sky and send down a gentle drizzle, before they open up their water sacks into a downpour. People rejoice: the sea loses its torpor. Angry waves build up in the bay and come surging towards the shore." (Singh, 144)

Khushwant Singh has skillfully used the metaphors of black clouds for arrival of monsoon with lightning and thunder claps which expresses arrival of joyfulness and contentment in life. Durgeshwari moved to Delhi with her pet veteran tiger Sheroo upon Victor's request. She was the one who introduced him the pleasures of unbridled sexuality and invigorated him physically with all her love and yoga exercises. Through specific symbols the author has tried to express the psychological conditions of Victor's mind how his life was filled with sadness and loneliness.

Assassination and Burial into Arabian Sea

When Durgeshwari left, life again became depressive for him. "*The dark clouds and cool breeze filled him with great longing and greater sadness. He began to feel old again.*" (Singh, 145) Unexpectedly one day he was shot dead by some goons because of some business rifts. According to his will, after a funeral march his body was surrendered to the Arabian sea-

"Faint notes of a military band playing the Funeral March led the procession to the bottom of Walkeshwar Hill at Chowpatty. Crowds lined both sides of Marine drive. People stood on their balconies showering rose petals on the bier as it passed below them; women sobbed and shed tears for a man....whose presence they had felt around them all their lives." (Singh, 2)

The story has been dexterously ended by the author with Victor's assassination and started with his burial at Arabian Sea in between the royal treatment and training of him to be westernized through a highly civilized governess from London; his stay in posh area of London getting higher education, then finally emerging as leading business tycoon of India struggling for independence.

Conclusion

Burial at Sea turns us towards the Indian history where Victor represented those all young men who were fiercely committed to the country and fought either physically or economically for the freedom and industrialization. If people had not anglicized children and established industries in that period, India would not have become economically stronger and independent. Moreover, Khushwant Singh's architectonic skills to build the edifice of the events and consequences of Indian partition in combo of his profound critical insight into human emotions are perfectly traced through the excerpts from his novels. This paper has been made more out of the ordinary, evaluative and informative with his mastery of presenting human deeds with the hidden idea in that.

References

Iyer, Raghavan. *The Essential Writings of Mahatma Gandhi*. Ed. (Oxford: Oxford Univeristy Press, 1990), 348-9, 402.

Kripalani, K. *All Men Are Brothers: Life and Thoughts of Mahatma Gandhi as Told in His Own Words.* Ed. (Paris: UNESCO, 1969), 129, 131, 136.

Narayan, Shriman. *The Selected Works of Mahatma Gandhi: Volume Four* (the Basic Works). Ed. (Ahmedabad: Navajivan Publishing House, 1968), 59-60.

Singh, Khushwant. *Burial at Sea*. Penguin Books India, 2004. Pp. 1, 2, 6, 8, 12, 15, 16, 19, 48, 49, 55-56, 60, 61, 62, 69, 75, 76, 144, 145.

http://indiatoday.intoday.in/story/Khushwant-Singh-returns-to-fiction-with-burial-at-sea/1/196208.html
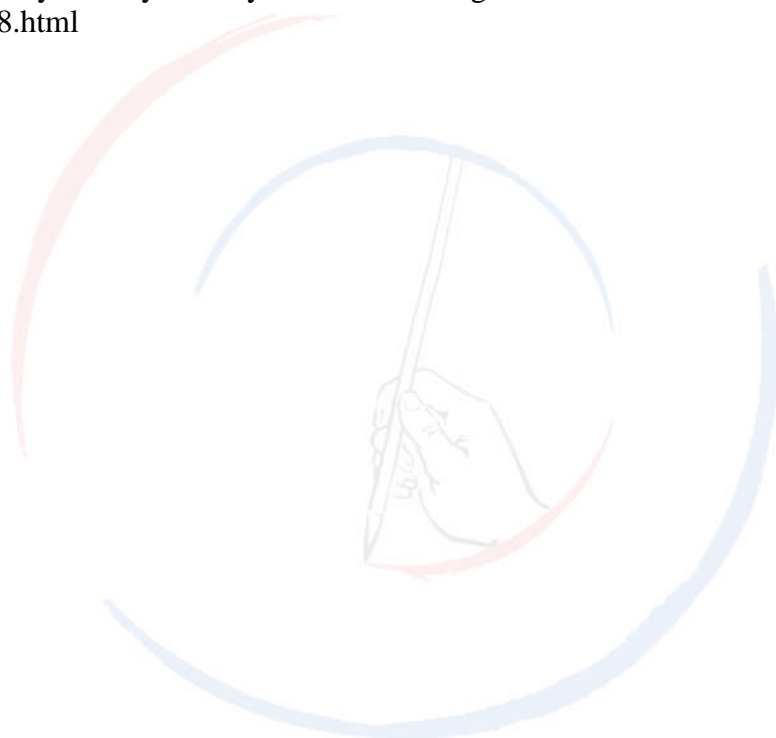
The Country and City in Mia Couto and Bernardo Elis Short Tales

Marcos Vinicius Caetano da Silva, Universidade de Brasilia, Brazil

Abstract
This article compares aesthetically the short tales written by the Brazilian writer Bernardo Elis and Mozambican writer Mia Couto based on archaic and modern social-historical factors but also utilizing Country and City allegorical logic. It is considered in this research the Brazilian's field called *sertão* as it is also considered the deep Africa, both of them are not adequate to modern European patterns present in the big cities.

Keywords: Bernardo Elis, Mia Couto, Country, City, Archaic, Modern, Mozambique, Brazil.

iafor

The International Academic Forum

www.iafor.org

Introduction

The connections between Earth and human society are put in evidence when we deal with a dialectical pair as "The country and the city", which is present as historical representation and collective thoughts. One is source of subsistence, other is the human act, but how much longer? During the advance of human communities through history, one of them affirmed superior than the other by bucolic aspect or technological breakthroughs. Today this dialectical pair becomes a representation through the model of great cities, of economic and political relations that goes beyond national state borders, representation seen, but also refuted as a model of world (Williams, 2011, p.456).

The dependence between industrialized and underdeveloped countries tends to emphasize new relations to the countryside and city as a model of world, predominant features of what we call cultural imperialism (Williams, 2011, p.457). How to think on getting over through universal industrialization if many of underdeveloped societies were thought to feed industrialized countries necessities? Although city persists growing by its own logics, the countryside corrupts itself using this thought, even though resisting by its own ways, which overpass colonial and neocolonial historical events (Williams, 2011, p.467-468) which express more accurately city domain or country resistance.

Modernity is associated to the cities. Based on that, the poet establishes his own relation with the city environment and its observation is subjective, considering the misery of its literary condition, as it is said by Walter Benjamin (2000, p.17) when he analyzed Charles Baudelaire works. The modernity elects a hero and the poverty, waiting for miracles of the world, is faded to ornament the literary work world as wallpaper. Poet's heroic duty is to shape the modernity though its impossibility to reach its true form only using social classes. The election of a hero may be a tragedy, a tension mark between literature and history that is worthy to modernity.

During XX century the city was taken in Portugal by Eça de Queiroz as a place of intense social interchanges or a way to join western capitalist civilization (Candido, 2010, p.39) while the countryside was associated to traditional values, agricultural economy and paternalism. From social vices to the criticism against bourgeois class, or from bourgeois ideals of Portuguese nationalism, Eça creates a schematic style of urban prose dependent on city superposition in relation to the country.

At his second phase, Eça emphasizes the national values through rural prose and finds out values related to provincial Portuguese traditional mettle and morality that complexifies and dramatize his work, also gives him own style. If through the city he didn't matched to modern model of metropolis, a way to cosmopolitism, through the country Eça found the matrix of Portuguese traditional values that made his style singular and modern, an event possible thanks to his choice on the country and on the balance between countryside and urban on his works constitution even though the citizen predominant look.

The Portuguese empire and its heritage

The Portuguese empire, through its commercial, cultural transactions and domain, made its colonies heirs of a common cultural past and thought that, after independence and liberation conflicts, gave shape to independent nations and thoughts besides their unbreakable historical links. The scars made by colonial past persist, but the national recognition isn't enough to heal these latent wounds. With this purpose, the authors of Portuguese official language must not restrict themselves to national borders, but apply their views and their publics beyond the effort of modernization of each country, according to the Brazilian researcher Beijamin Abdala Junior (2007, p.189-190). Based on common cultural and literary bases, Abdala has in mind an opened cultural system that holds, through related elements, a literary system that integrates the community of Portuguese language countries and then makes these groups to communicate based on a common and particular imaginary.

Just like the thought, the forms used by colonizer gains different proportions on Portuguese language colonial literatures, an example that the Brazilian Marxist critic Antonio Candido (1987, p.163-180) establishes on Brazilian case in his 1987 text "Literatura de dois gumes". Its values not just take particular proportions of expression by these principals of common culture and history but also by experiences of development and underdevelopment, whose cultures determine different patterns of conscience, reception and forms, an idea expressed by Candido (1987, p.140-162) on his text "Literatura e Subdesenvolvimento". These relations are present not only on Brazilian literature but also on Mozambican literature.

The Mozambican and Brazilian literatures

The formation of Brazilian and Mozambican literatures occurred in different ways. The first one had its literary system constituted on Romanticism, when the literary manifestations acquired values that justified the Brazilian form of European national independence. Even though a restricted circle of readers had formed, there was a great dependency on European forms, which resulted on cultural and artistic independence made by modernists followed by an awareness of underdevelopment during 30 decade. From that on, there was its projection to universal values, a point that Brazilian modernism judges itself as a standard of national art.

The Brazilian regionalism is an important period of 30 decade, when the Brazilian nation was aware of its position toward the world, its literature and its narrated subject. Graciliano Ramos, Rachel de Queiroz and Jorge Amado are known as great authors of this period. Moving the narrative space from the great urban centers to politically ignored areas, the Brazilian northeast gains more importance to achieve the unification proposed by modernist project at its first phase but now on a mature way. Its retaking by Bernardo Elis works, produced after 30 decade, in a period that he was contemporary to Guimarães Rosa, gives space to the problematization of inhospitable spaces and of Brazilian territory center in a way that witness the late modernity which reached the backcountry of Goias state at 40, 50 and 60 decades.

The second literature, however, started as a journalistic literature with national intentions. Its social focus on the country in relation to the world encouraged national independence by the creation of a reader circle through newspapers. The

independence war and the national affirmation were important as political marks that gave the Mozambican literary system a better structure though the unconcluded modernity of a culturally fragmented country. Not only the independence, but also the civil war, was relevant to Mozambican literature.

Due to colonial past, the value of mozambicanity (Macedo & Maquea, 2007, p.20) acquired a great importance if related to Mozambican literary system. This concept open space to an uncertain but certain future to its writers, liberation and constant interchanges with the globalized world. The major example of an author that promotes these interchanges is Mia Couto.

The raw material of this scope

This article is intended to analyze the short tales "A avó, a cidade e o semáforo", written by Mia Couto, and "A enxada", written by Bernardo Elis, considering the representative dialectic of the countryside and the urban, the conditions of Mozambican and Brazilian literary systems and the connections between literature, nation and peripheral modernity.

"A avó, a cidade e o semáforo" ("The grandmother, the city and the traffic lights", in Portuguese) is a short tale written by Mia Couto at 2004, post war. The tale is narrated by a character-narrator in first person, and it is about a narrator who leaves his village and goes to the city with his grandmother, who insisted to go with him because she was afraid he would lose his link with their relatives and tradition in the unknown city. The grandmother ended living in the city on her own ways.

The narrator, a teacher of his village, had earned a trip to the city to join an event. His grandmother was bothered with her grandson by small details, like who would sleep with him or who would cook to him, activities that, based on their village customs, would be made with or by trustworthy people like relatives or consanguine people. In front of that, she decided to go with him. Considering she's an old character, she's important as an ancestral symbol of Mozambican traditional values, a decisive element that regulates the structure and the dynamics of these societies (Leite, 1995/1996, p.110). Her fear is based on her knowledge about African myths and traditions that break the barriers between spirit and practical life, those that are supported by the character of the elders but also consolidated by collective conscience.

In the end of the tale, however, this tradition is not only matched to the modernity of citizen logics but also complains the poor conditions that this adjustment occurs, once that grandmother ends living in the street with the beggars, next to the traffic lights. She, however, recognizes the beggars as similar [her alikes] and somehow incorporate them on her collective unconsciousness due to their common practices. Even though she kept a link with her relatives by sending a letter to her grandson at the end of the tale. Her socialization in the city bridge over material and instrumental limits, like the distance of her village and her relatives promotes a harmonization with citizen social practices (Leite, 1995/1996, p.108). Not only has the grandmother showed herself heterogeneous, but also the distinction between Mozambican countryside and city.

"A enxada", on the other hand, is about Supriano's search for a hoe ("enxada", in Portuguese) even though landowner interests web. He should plant and raise rice for his employer, the colonel Elpidio, who decreed a holy day for the harvest. After a hard seeking, Supriano didn't get help of any character of the tale. Desperately he raved thinking he had planted but soon faced the raw reality. He ran to the plantation and hopelessly digs the earth using his own hands tearing his own flesh. The colonel's rangers killed Supriano. Following, in the city, during the holy day party, the widow spouse and the orphan son of Supriano appeared begging for food and money. Their grotesque forms were motive of gossips between people in the city.

Supriano is a tragic hero elected by tale's modernity, target of historical impasses maintained by landowners interests and by city's position on what happened. The narrator, as long as it keeps focus on Supriano, does a free indirect speech, which makes him interfere on narration with his opinions. After Supriano's death, at the party in the city, the narrator's view seems more distant, a mark of different relations between Brazilian countryside and city.

The narrator also demarks the historical impasse between interior and shore of Brazil, once the historical abandonment by capital in relation to other interior areas made that colonial origin relations persisted, specially slavery and land domaining.

In Mozambique there's an effort to affirm itself as a nation on tradition's fate and on latent past historical maintenance, and also on these thoughts pass through them. How these impasses were dealt on postcolonial events and on underdevelopment state?

A modernity plan

Differently from European realities said by Antonio Candido in his text "Entre campo e cidade", Brazil and Mozambique didn't have specialized public of readers for their national literatures according to the refered Marxist critic (1993, p.125-126) in his essay "De cortiço a cortiço". The relation of the public with the work of art must not only be capable to deal with national historical impasses of Mozambique and Brazil but also modern and established between tradition and universality.

What was narrated in "A enxada" puts a hick, general character designed before as Brazilian motherland and underdevelopment illness through Jeca Tatu, a Monteiro Lobato character. The narrator is an important piece that penetrates on Supriano's experience and thoughts and that describes its world and its conflicts. The change on perspective caused not only by Supriano's death but also by narrator's distance, that acts like an observer, which resulted on a new way to deal with what happened, like a gossip that was known at the city as became real by widow's appearance with her son in grotesque forms. These limits between country and city were taken as obstacles, ways which Supriano's madness was taken as a hallucination about the imminent tragedy, as a faith on Priest who would give him the hoe but wasn't enough, as superstitions suggested about his inexorable fate, and as the myth about a drunk blacksmith who would be capable to forge the tool didn't match with the hard practical life of the character.

It could also be about a teacher, in a foreign land, contemplated with a trip to a place far from his relatives but confident on what he read about the city, differently from his

grandmother, ingrained with tradition's knowledge given by her own authority. Mistrustfully she traveled to a distant land and changed her relation with her culture due to her contact with townspeople, tending to cultural hybridism. The narrator keeps its focus on the grandmother, a character that not only moved from a different place to other but also her conceptions and perspectives, which made her decide by her permanency in the city. Although his return to the village and have moved away from his grandmother, the narrator received a letter from her, a way at which she expressed not only her invitation to her grandson (she invited him to visit her in the city) but also expressed a confirmation that she's knowing how to deal with the logics of her new habitat and esteeming the maintenance of her familiar links. Her change is evident based on her mystical, religious and rational conceptions and finally her relation with the connections of these conceptions and real world. How to register this effort?

Both narrators are different from those presented by Walter Benjamin (2012, p.213-240) on his text "The Storyteller" ("O narrador"). They aren't exactly the traveled man nor the sedentary man that knows about the past, but, about "A enxada", it's about a kind that retains the experience from the second proposed by Benjamin but conscious about the first. About "A avó, a cidade e o semáforo", the narrator is characterized as the teacher that owns the exotic knowledge of local beyond his community, which is typical of a traveler, but with the knowledge about the past lived at the occasion of the trip made with his grandmother, what represents a past that happened before that moment.

On the other side, the historical marks of Supriano's story are noticeable by his mishaps during the story. The narrations of both short tales go through special and temporal experiences, and the act of telling itself stresses the manual labor it is made: the teacher's report about his grandmother's moving to the city or the inadequacy of Supriano's narrative on epic patterns. The way the story is told indicates the a writer intention to keep his sources on popular experience and to provoke the class movement by popular beliefs that take the reader to the mythical plan or by the hierarchy of narration tones and plans, what represents a social dimension of the narrated events or a relation the artist has with the narrated in a mystical plan. This "magic" is made by the short tales.

Mia Couto and Bernardo Elis opted by the short tales because it's a genre capable to interchange experiences through the way the story is told considering its elements. Nadia Batella Gotlib (2006, p.17), a Brazilian specialist in short tales, says about a magic invoked by the power of narrating, like happens on the classical *One thousand and one nights*. It is explained that that this magic has the power to also maintain dead's memories by the refered genre and religious duties by recounting. The profane attributions of the short tale exposes the mythical force of the short tale, characterized this way mainly by oral narratives, that assured the world's totality explanation.

Its total freedom of form and flexibility permit that the manual labor is made, called by Antonio Candido, as a narrative web, just like he said about the complexity of forms and narrated events on Machado de Assis. The major acceptance of the short tale and its hybrid character between other genres by the public makes the genre acceptable nowadays. The Brazilian critic Alfredo Bosi (1977, p.8-9) considers the short tale as a way to rethink the relation between men and history indicating exactly

the short tale "A enxada". Maria Fernanda Afonso (2004, p.75), a portuguese specialist in Mozambican short tale, belives that the short tale is a way, in mozambican case, to preserve the values of african cultures and traditions considering the oral tale as its source but not hiding the written tale as a way of degradation of life conditions and of human relations felt by the African peoples. The particular aspects of authors, considering the way they tell the stories, would make the short tale a joint of these individual aspects as a collective legacy of tradition and memory logged on orality that finally would make the genre hybrid and, because of that, modern considerating the past history. Its success occurred due the published short narratives in literary reviews, once the editorial market wasn't possible to that time of national affirmation, even considering the literature had an important role denouncing social and political problems through reporting colonization woes. It also gives the short tale an important role of historical syncretism. Its modernity is possible because its possibilities, that makes it a model of major creative and originality. Could that modernity be done on the same way?

Final words

The country and the city proved to be spaces of national and individual dimensions, whose experiences interchange not only between these two poles but also between the narrator and narrated, the past and present history, the literature and the world, a place where a grandmother and her grandson see the limits between urbanity and village entangle, or where a dying man perishes and a blind city ignore the country's problems, and on aesthetical option to be done. To the genre and to the presented narratives are given great modernity for denouncing historical impasses of national, political and social nature, inherent of nations whose modernity is unconcluded but has unique and hybrid aspects if compared to European model of modernity, that was inefficient on its total applicability to the colonies (Patke, 2013, p.11), fact that stimulate a new way to tell the national history based on individual subjectivity of authors and on objective reality, an proper effort to be characterize as original and modern.

References

Abdala Junior, Benjamin (2007). *Literatura, história e política*. São Paulo: Ateliê Editorial.

Afonso, M. F. (2004). O conto: um modo narrativo privilegiado em África. In *O conto moçambicano*. p.65-75. Lisboa: Caminho.

Benjamin, W. (2000). A modernidade. In Benjamin, W. (2000). *A modernidade e os modernos*. (2nd ed.). p.7-31. Rio de Janeiro: Tempo Brasileiro.

Benjamin, W. (2012). O narrador. In *Obras escolhidas – Volume I: Magia e técnica, arte e política*. (8th. ed.). p.213-240. São Paulo: Brasiliense.

Bosi, A. (ed.). (1977). *O conto brasileiro contemporâneo*. São Paulo: Cultrix.

Candido, A. (1986). *A educação pela noite e outros ensaios*. São Paulo: Ática.

Candido, A. (2011). *Literatura e sociedade*. Rio de Janeiro: Ouro sobre azul.

Candido, A. (2012). Entre campo e cidade. In Candido, A. *Tese e antítese*. p.39-59. Rio de Janeiro: Ouro sobre azul.

Candido, A. (1993). De cortiço a cortiço. In Candido, A. *O discurso e a cidade*. p.123-152. São Paulo: Duas Cidades.

Couto, M. (2009). A avó, a cidade e o semáforo. In Couto, M. *O fio das missangas*. p.125-129. São Paulo: Companhia das Letras.

Elis, B. (1974). "A enxada". In Elis, B. *Seleta*. p.83-107. Rio de Janeiro: José Olympio.

Gotlib, N. B. (1984). Cavando (Uma análise de "A enxada", de Bernardo Elis). *O Eixo e a Roda, 2*, p.33-51.

Gotlib, N. B. (2006) *Teoria do conto*. (11th ed). São Paulo: Ática.

Leite, F. (1995-1996) Valores civilizatórios em sociedades negro-africanas. *África: Revista do Centro de Estudos Africanos*, 18-19, 103-118.

Macedo, T., Maquea, V. (2007). *Literaturas de Língua Portuguesa: marcos e marcas – Moçambique*. São Paulo: Arte & Ciência.

Patke, R. S. (2013). *Modernist literature and postcolonial studies*. Edinburgh: Edinburgh University Press.

Williams, R. (2011). *O campo e a cidade*: na história e na literatura. São Paulo: Companhia das Letras.

Contact email: marcostata007@msn.com

An Analysis of Cognitive Context and Attitudes of Undergraduate Students towards Their Patterns of Library Use

Karunanayake Gurunnanaselage Don Anura Karunanayake, Fiji National University, Fiji

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
This study examines university students' patterns of library use from their cognitive point of view and in light of certain attitudes toward information searching. Students' knowledge and skill traits in library use are considered as their cognitive context. A two-part questionnaire designed to examine cognitive context and attitudes in library use was used to survey a sample of 254 undergraduates. The resulting data were subjected to three stages of analysis. First, factor analysis identified the constructive concept of cognitive context. Second, cluster analysis revealed uneven groups of students who have similarities in their cognitive contexts. Third, chi square analysis of variance was used to assess the impact of students' attitudes on their library use patterns. Results confirmed that the students use libraries in different ways due to their different cognitive contexts. Cognitive context related to library use was affected by four core factors, while four groups of users reflected diverse cognitive contexts. Significant differences were shown among the four groups in their attitudes toward library use as well. Different cognitive contexts are the basic source of the differing patterns of library use; upgrading of students' cognitive context is recommended.

Keywords: Cognitive Context, Information Seeking, Library Use Patterns

iafor
The International Academic Forum
www.iafor.org

Introduction

Due to uneven profiles of cognitive competencies, as well as certain attitudes held by undergraduate students, their patterns of library use appear to be quite diversified. It is apparent that these differences in cognitive competencies and attitudes could lead to significant differences in students' eventual educational outcomes. Obviously, these outcomes may be influenced by a variety of factors, including situational, social, psychological, cognitive, geographical or cultural factors, as well as the setup of the existing library system. This study focused mainly on the cognitive context, in particular the students' knowledge and skill sets relating to the search for information, but also gave some consideration to students' attitudes. It may be that the cognitive context has greater power to influence ultimate educational outcomes than any other context.

This study continues a line of research developed in three previous studies. The first study in the series, by Karunanayake and Nagata (2007) examined some affected variables of information need occurrence of an information seeker and developed a comprehensive hypothetical model. The second study, by Karunanayake and Nagata (2008), looked at influences of personal traits in the process of information searching. The results of these two earlier studies were limited to students' cognitive patterns but did not completely reveal the cognitive context. The third study, by Karunanayake and Nagata (2014), distinguished four types of undergraduate library users, based on their profiles of library use, knowledge and perceptions, by looking at the data from the cognitive angle while giving some attention to student attitudes in library use. In the fourth study, reported here, variables of student attitude were again considered along with cognitive context.

Hence, this study is a continuing result of the previous studies. Three main steps were involved in this study: (1) the cognitive context was adapted for building up a constructive concept in library use; (2) students who had cognitive similarities were grouped, based on the same constructive concept, and (3) certain attitudes held by the students were examined to determine whether a degree of relationship existed between the attitudes and the students' cognitive patterns.

Students' cognitive context and its relation with library use patterns have been rarely investigated in pattern studies. The results of this study could have significant practical implications for university libraries in general. The conclusions suggest that several library use patterns, and certain related attitude patterns, may be expected among student groups. Finally, it is recommended that the identified factors which strongly influence library use patterns, and their associated attitudes, should be considered when providing library services. Possible interventions to help university undergraduates overcome their cognitive and attitudinal shortcomings are proposed.

Research Structure

To further elaborate students' library use patterns, two main variables have been taken into consideration: students' cognitive context, and students' attitudes.

1) Cognitive Context: Students are diverse in their cognitive competencies relating to information search. The focus of interest in this study is the way in which different

patterns of cognitive context affect students' practical use of libraries. Cognitive context means cognitive aptitude or disposition behind practices of library use. It always represents a set of two traits: the individual's knowledge and level of skill as these traits relate to information search.

2) Attitudes: Students' behavior related to library use are related not only to cognitive context, but are also related to attitudes about library use. A choice from a set of options on a matter by a person may result in some practice. Thus to select a preference is to express an attitude on a matter. Expressions of needs or purposes for a matter, or expressions of satisfaction with a matter are types of attitudes. Even a simple variable like purpose of library visits can be interpreted as expression of an attitude while it is also explained as a fact of practice. Therefore, this study considers such expressions as representing underlying attitudes. Attitudes are considered as different from cognitive context, but cognitive context may be related to some attitudes regarding students' library usage.

In this study, a set of five cognitive variables and a set of five attitudes were tested to determine how these are correlated with library use patterns. Detailed results regarding cognitive context and attitudes of students, and relationships among them, were expected to be diversified.

Objectives of the Research

The objectives of the research were operationalized through four research questions, each of which was directed toward basic understanding of the variables as well as toward methodological and theoretical understandings of relationships among them. However, the main focus of the study was on cognitive context. The research questions were as follows.

1) What are the factors affecting library use from the point of view of students' cognitive context?
2) Are there clusters of students according to different levels of cognitive context?
3) How do the library use patterns (cognitive context) relate to the attitudes expressed by students?
4) Do different library use patterns exist among students?

Conceptual Framework

To answer research questions 1 through 4, the methodological design covered two kinds of variables, cognitive context variables and attitude variables, in relation to library use. The two parts or sections of the survey questionnaire were constructed to estimate these two kinds of variables. Questions in the first section of the questionnaire were designed for the purpose of cluster analysis, to determine whether or not the students in the survey sample fell into discrete groupings based on differing cognitive contexts. Questions in the second part of the questionnaire were designed to explore the specific attitude patterns of any such groupings. Thus, methodologically, cognitive context had the central position in this study.

In the first section of the questionnaire, questions relating to twelve variables were organized under five observable stages of library use, on the assumption that two

basic traits of information searchers cause differences in library use patterns. Knowledge traits and skill traits underlie the users' practices and thus have an impact on how the library is used and how the information is perceived. Based on these two indicators, which represent the cognitive context, a conceptual framework was prepared. The following table lists each of the observable stages of library use, followed by the knowledge and skill variables to be examined for each stage, followed by the question representing each variable. The five stages are expanded to twelve variables which are focused on cognitive effects in library use.

Table 1:
Stages of Library Use, Associated Variables and
Related Part 1 Survey Questions

Stage one: Search initiation

Knowledge variable: Knowledge of potential information need
(1) I start information seeking in the library with exact and steady ideas of my needs.
Skill variable: Skill of search strategy
(2) I usually setup a search strategy when looking for information.

Stage two: Selection of resources and tools

Knowledge variable: Awareness of digital resources
(3) I am fully aware of the digital documents available in the library.
Skill variable: Skill of search terms
(4) Most of my searches are by author and title of a book.

Stage three: Utilization of library services and system

Knowledge variable: Knowledge of suggested services
(5) I know the Inter Library Loan and other services available in the library.
Skill variable: Negotiation skill for information
(6) I consult the librarian when I have a need of information.

Stage four: Discovering information and materials

Knowledge variable: Knowledge of discovering information and materials
(7) A half of the materials I need are found browsing through bookshelves.
Skill variable: Navigational ability to materials (Physical)
(8) The links between the catalogue and the shelving arrangements are complicated.
Knowledge variable: Knowledge of material settings
(9) I know the entire arrangement of material settings in the library.
Skill variable: Navigational skill to information (Intellectual)
(10) Bibliographies, references, indexers, abstracts are not useful for me when gathering information from the documents I have found.

Stage five: Self-evaluation

Knowledge variable: Knowledge of Experience (Independency)
(11) Each of the searches increased my knowledge in access to information.

Skill variable: Evaluation of the self
(12) I know the library has enough collection and I was able to find the information that I looked for.

In the second section of the questionnaire, questions designed to assess students' attitudes toward library use and information searching was centered on five foci, as listed below.

1. Pattern of access to the library
2. Pattern of access to the materials
3. Pattern of access to the information
4. Alternative strategies (patterns of dependency)
5. Expectations (patterns of query formulation) in libraries.

Limitations in the two sections and designing of the variables in the questionnaire were based on the day-to-day professional experiences and practical observations of the author.

Methodology

Analysis of the survey questionnaire section one responses, which included twelve questions under five stages for identifying the factors and groups in terms of factor and cluster analyses, was done by multivariable analysis (Principal Component Analysis). It was expected that this analysis would show results that would answer research question 1: "What are the factors affecting library use from the point of view of students' cognitive context?" Based on the resulting factorial structure, the groups of students who showed cognitive similarities were analyzed by cluster analysis (word method) in order to answer research question 2: "Are there clusters of students according to different levels of cognitive context?" It was assumed that some students might have similar tendencies and some might have different cognitive contexts. A degree of discreteness was anticipated.

The survey questionnaire section two focused on five attitudes. Inferential statistical analysis, such as Chi-square tests, was applied to test for statistically significant relationships of the attitudes within the cluster groupings. Research question 3, "How do library use patterns (cognitive context) relate to the attitudes expressed by students?" was analyzed by cross tabulating the clusters with the chosen five attitudes. Finally, research question 4, "Do different library use patterns existed among students?" was explored based on individual students who were designated as belonging to a group by cluster analysis. Accordingly, library use patterns were depicted based on students' groupings and related attitudes.

In summary, the data were analyzed within the framework prepared according to the above research questions (RQs) as follows.

RQ 1 Analyzing the cognitive context by component analysis
RQ 2 Clustering the students according to the cognitive context by cluster analysis
RQ 3 Determining degree of relationships between the cognitive context and attitudes by Chi-square.

3.1) Pattern of access to the library
3.2) Pattern of access to the materials
3.3) Pattern of access to the information
3.4) Alternative strategies (patterns of dependency)
3.5) Expectations (patterns of query formulation)

RQ 4 Students' patterns of library use

Research Question 1: Analyzing the Cognitive Context by Component Analysis

Four latent factors were found by Principal Component Method as shown in Table 2. The result for the Kaiser-Meyer-Olkin test was 0.57. Factor one and Factor three, and between Factor three and Factor four have shown correlations. Squared loading indicated that factor one has 13.5%. Factor two 11.2%, Factor three 9.7% and Factor four has 8.8% squared loading. "Method of Locating & Searching", "Use of Materials & Services", "Searching Needs" and "Own Competence" respectively named the four factors.

Table 2:
Analysis of Twelve Variables in a Library Search

Cognitive Variables	Components			
	Routine of Locating and Searching	Style of Materials and Services Use	Searching Needs	Own Competence
11. Knowledge of experience	-.662	.156	.057	-.137
4. Skill of unknown search terms*	.598	.223	.361	.063
10.Navigational ability to information (intellectual)*	.494	-.036	-.418	-.065
9. Knowledge of material setting	.436	-.281	.006	-.324
8.Knowledge of discovering materials	.317	-.623	.012	.117
3. Awareness of digital resources*	.063	.584	-.090	.174
6. Negotiation skill*	-.047	.538	-.233	-.027
1. Knowledge of potential information need	-.043	-.194	.655	.073
2. Skill of search strategy	.027	-.093	.603	-.052
12. Judgments about the self and the library*	.269	.124	-.111	.785
5. Knowledge of suggested services	.154	.109	-.238	-.584
7. Navigational ability to materials(Physical)*	-.211	-.266	-.243	.318

*Indicates the questions in negative form.
Extraction Method: Principal Factor Method.
Rotation Method: Promax with Kaiser Normalization.

A Rotation converged in 10 iterations.

Factor one, "Routine of Locating and Searching," is concerned with knowledge and skill of searching and locating materials in the library. Experience in locating the information was indicated as having negative impact with other variables. For some students, the experience did not add further knowledge. They did not use bibliographies, references, etc., for further searches, and relied on knowledge and skill they had when searching and locating materials. This means that they have a routine way of searching and locating materials. On the other hand, there might be some students who have reverse tendencies who have no routine way of searching. So, it is possible to say that this factor indicates a tendency to have a routine way of searching for and locating materials.

Factor two, "Style of Materials and Services Use," is concerned with style of usage of library services. There were negative and positive relations among three incidents. The incident of browsing for information was negatively related with other incidents, but questions on other incidents were in negative form. Thus, these incidents are positively related in meaning. Some students depend on browsing, using electronic instruments and negotiating with librarians to get information (though responses indicating the last two activities by students were not so critical). On the other hand, there were some students who have reverse tendencies and they have no such style of library use. It is possible to say that this factor indicates a style of library use.

Factor three, "Searching Needs," is concerned with consciousness of searching needs and efficacy for way of searching. Two incidents are positively related. But there was no incident with negative relation to them. Some students are conscious of their information needs and have efficacy to get information using search tools. On the other hand, there might be some students who are not conscious of their information needs when searching and have no efficacy for information searching. So, this factor indicates the tendency toward consciousness of searching needs and efficacy for way of searching.

Factor four, "Own Competence," is concerned with competence of in-depth use of library services. There were negative and positive relations among three incidents. Two incidents designated ability of the user to use the library deeply and were related positively. The other incident is concerned with awareness of document/information delivery services and was negatively related with other two incidents. All these incidents have a focus of getting to use the library deeply. Some students have no ability to use library deeply and do not know advanced services. They have a lack of the necessary ability. On the other hand, there might be some students who have reverse tendencies and who have ability and knowledge to use library deeply. So, it is possible to say that this factor indicates the tendency to have competence fpr in-depth usage of libraries.

Given the twelve incidents, students responded variously but their knowledge and skill have some tendencies on four factors. Thus the knowledge and skill of students can be imagined as points distributed on cognitive space with four dimensions (factors). This space can be said as cognitive context space on library use by students. Position of a student on this space is calculated as a set of four factor scores of

students, that is, cognitive context of a student is represented as a set of four factor scores.

Research Question 2: Clustering the Students According to the Cognitive Context by Cluster Analysis

Four groupings of students were found by both Hierarchical (Ward's) and *k*-means methods of cluster analysis. It confirmed the cognitive similarities of these students. A set of four average values represents summarized characteristics of cognitive context of each group as shown in the Table 3.

Table 3
Cognitive Context of the User Groups
Average Factor Scores
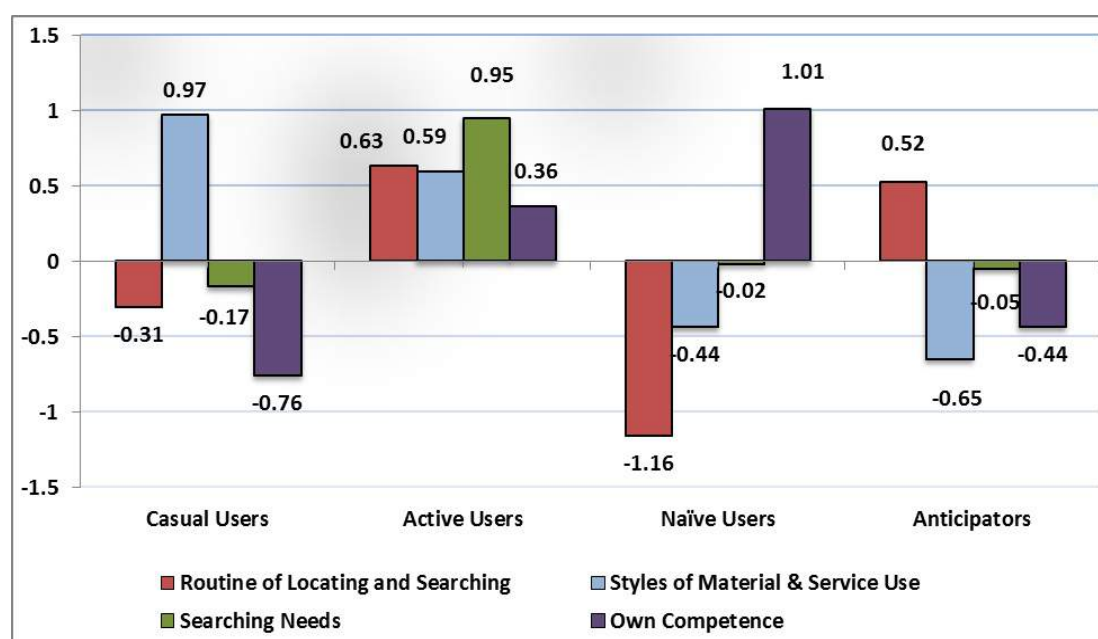
The four groupings are as follows.

1) Casual Users: Twenty percent (51) of 254 undergraduates were highly positive only on factor two, "Style of Materials and Services Use," and were very negative on factor four, "Own Competence." Responses on factor one, "Routine of Locating and Searching," was also negative but not so eminent. Students of this group depend on browsing, etc. to get information (factor two) and competence of in-depth use of library (factor four). They may be proficient users without any routine way of searching, but with dependence of browsing.

2) Active Users: Twenty two percent (57) of the undergraduates were positive in all four factors. They were positive in factor one to three, "Searching Needs," "Routine of Locating and Searching," "Style of Materials and Services Use," and they were somewhat positive in factor four, "own competence." Students of this group have routine ways of searching and locating materials (factor one), depend on browsing, etc., when using the library (factor two), are conscious of their information needs and

have efficacy to use library tools (factor three), but do not have strong competence of in-depth usage of library (factor four). These points suggest that they are ordinary users who use the library intentionally, with efficacy.

3) Naïve Users: Twenty two percent (57) of the students were highly negative for factor one, "Routine of Locating and Searching," and highly positive for factor four, "Own Competence." They were also negative for factor two, "Style of Materials and Services Use." Students of this group do not have routine ways of searching and locating materials (factor one), have no browsing style of library use (factor two), and highly lacking in competence for in-depth usage of libraries (factor four). They are limited in ability to use library.

4) Anticipators: Thirty five percent (89) of the students were negative for factors two through four: "Style of Materials and Services Use," "Searching Needs," and "Own Competence," but were positive for factor one, "Routine of Locating and Searching." Students of this group do report having routine ways of searching and locating materials (factor one), do not have a browsing style of library use (factor two), and have some-what high competence of in-depth use of library (factor four). Users of this group are somewhat proficient with a routine way of searching.

Research Question 3: Relationships between the Cognitive Context and Attitudes by Chi-square

Following five attitudes were cross-tabulated by groups and choices of each attitude. Chi square testing was conducted for identifying the differences among groups. The five attitudes mainly target efficacy of information searching. It is assumed that the majority of students are experiencing problems when they perform information searching through attitudes. Perhaps users may have a tendency to abandon their searches without questioning the causes of search failures due to insufficient information search efficacy.

3.1 Pattern of Access to the Library:
When asked about their access pattern to the library, (library catalogue-card, library catalogue-online, browsing book shelves, library staff, colleagues, and teachers) the four groups seemed almost identical. All of the groups used online catalogues as their main access method while browsing shelves was the second method of using libraries. Library staff and colleagues were third place. Teachers have played more of a positive role for Naïve users than the other three groups.

3.2 Pattern of Access to the Materials:
In their access pattern to the materials (author, title, subject headings, classification number), the highest number of students in each of the four groups ranked "author" and "title" as their most commonly attempted access point for material searching. There was no significant statistical difference between the choices of either the author or the title. This result can be used to predict that the students have their own search terms and react as "known document searchers". Only 21% of students used subject headings to search bibliographic records in the library. It may be that available entry vocabulary of the system (catalogue search terms) is not related to the user's terms of search choice and they need a great deal of improvement in the area of advanced

searching. Most students perhaps did not understand the system terms like known search terms.

3.3 Pattern of Access to the Information:

Options for information selection from found materials (tables of contents, abstracts, indexes, bibliographies, references, glossaries) were measured. Content notes were the most effective choice of selecting information from documents. Use of bibliographies, references and indexes was the secondary method of information searching from the documents, comparatively. Other options, such as the use of abstracts and glossaries remained as the least used choices of information selection from a document, respectively.

Users experienced some difficulties in achieving successful search results owing to poor search proficiency, especially when selecting materials from the catalogue and selecting information from a document. The majority did not understand the system terms as well as they understood known search terms like author and title; hence there was a tendency towards reduction of the total retrieval results. The majority did not use the subject headings of the subject indexes of the bibliographic records in the library. Perhaps, in the cases of search proficiency failures, students may not have known how to cluster subjects using subject headings by checking the class numbers assigned to each document (which is very effective in the information search process). The majority utilized formal search tools but did not use specific search terms to express their information needs and they may have lacked the intellectual understanding of the relationship between formal search tools and the specific search terms used by those tools, which reflected their cognitive anomalies.

3.4 Attitudes towards Alternative Strategies (Patterns of Dependency):

The attitude, "If the information you received is not sufficient, what will your alternative courses of action be?" included five search strategies; dependency on "catalogs", "other resources", "the librarian", "other library staff", or "abandoning the search". This further examined the trends in respondents' alternative actions. Those incidents especially indicate students' search skills or their desires in the search process. Each of the incidents explains the behavior of students in searching for information in libraries that will facilitate further understanding of the users' actions and desires. Although the categories are very limited, they provide an insight into two basic preferences in information searching; to look-up information oneself or to depend on others.

When the mean scores of the alternative strategies were compared by groups, it was found that "Casual Users" did not abandon the search and tended to search further and look for other resources, too. They relied on catalogues and library staff but rarely consulted the librarian in the search process. Similar patterns of dependency in search strategies were displayed by all the groups.

"Active Users" also relied heavily on the catalogues and looked for alternative resources. There were positive reactions towards the assistance of the library staff and negative reactions regarding approaching the librarian. They also showed further search interest.

"Naïve Users" consult the library staff most often. They had a tendency to ask for help before depending on the catalogues or looking for other resources. They also showed a low tendency to seek out other resources rather than using the catalogues. They stuck to the search process and showed no signs of abandoning the search. No negotiation was sought with the librarian.

"Anticipators" showed the highest level of dependency on the library staff, catalogues and the highest tendency not to abandon the search process. They showed a low tendency to use other resources and were less inclined to ask the librarian for help.

3.5 Attitudes towards the Query Formulation (Expectations):

In the final set of attitude measures in the questionnaire, students were asked what they felt they needed in the search process, especially their expectations (patterns of query formulation) within their experience of using libraries. These aspects were: "need more information on my discipline," "need guidance to find resources," "need for information on library services," "need for personal help to locate materials," "need for advice to use online catalog," and "need for help to use library equipment."

It might be expected, for example, there should be different expectations among those groups who possess different cognitive abilities. "Casual Users" regularly needed a lot of guidance to find resources than any other given reasons. They also showed the highest demand for library services and personal help to locate materials. Information on their disciplines, assistance to use the online catalog and help to use library equipment were the least formulated quarries respectively.

Among the members of "Active Users", there was a higher probability of asking for guidance to find resources in libraries and to ask for guidance in using library services too. Their third demand was for personal assistance to locate materials. Like "Casual Users", they also set least priority for help finding information on their discipline, use of the online catalog and for help using library equipment.

"Naïve Users" regularly expected information on library services more than anything else. Locating materials and guidance in finding relevant resources were the second and third expectations. However, they needed help to use the online catalog more than any other group, which was ranked in fourth place. Information on their discipline and use of library equipment were rarely sought.

Query patterns of "Anticipators" indicated that they were the most regular user group to ask for help about library services; more than other groups. They also expected information on other resources from library staff and personal involvement for finding the locations too. Sometimes they would ask for help finding information on their disciplines, using the online catalog and also using library equipment. The query patterns of Casual Users" and "Active Users" is almost identical. "Naïve Users" needed assistance to use the online catalogue. Also, "Anticipators" expected more information relating to their discipline than information about use of the online catalogue.

Students with different levels of cognitive ability were concerned by different expectations from the library. In general, all groups required a lot of guidance to find information on their discipline to use library services and for personal help to find

materials from the shelves. Guidance for locating materials and assistance in using library services are the main queries among the four groups.

Research Question 4: Students' Patterns of Library Use

Library use pattern is defined as a set of cognitive context and attitudes which affect practices of library use by students. Research question 1 explored cognitive context by applying factor analysis to responses of students to a questionnaire, which was designed based on a methodological framework consisting of twelve incidents focused on knowledge and skill contained in library use practices. Students responded to the twelve incidents in a varied manner, but their knowledge and skill had an impact on the four factors. Thus, the knowledge and skill of students can be plotted in cognitive space with four dimensions (factors). This space can be said to be a cognitive context space on library use by students. Positioning of a student on this space is calculated as a set of four factor scores.

Clustering students based on four factor scores revealed four types of students to achieve the response to research question 2. The students examined were classified into four types of cognitive context. Typical students of each group were as follows: "Casual Users" do not follow routine way of searching but depend on browsing. "Active Users" are ordinary users who use the library intentionally, with efficacy. "Naïve Users" are limited in their ability to use the library. "Anticipators" are somewhat proficient with routine ways of searching. The data show that the cognitive contexts of the university undergraduate students surveyed, with regard to library use are obviously diversified, but the existence of any abstract common structure of cognitive contexts is open to question. Surveyed students in each of the groupings were shown to have similar cognitive contexts, and the four groups differed in cognitive context in relation to the other groups. In other words, different library use patterns as a set of cognitive context and related attitudes on library use were found in the study. Though it is clear that a group with a particular cognitive context will differ in some attitudes from another group, the concrete differences and relationships between cognitive context and attitudes have not been pursued and information that certain differences are there among some groups was not identified, as shown in Table 04.

Table 4–
Attitudes of Groups Differed Significantly

Categories of atitude	Items in category of attitude	
	Significant difference found	No significant difference found
1. Access ways to the library	Online catalog**	Card catalog
	Browsing book shelves*	Through, collegue
	Teachers**	
2. Access ways to the catalog		Author, Title, Subject headings, Class numbers
3. Access ways to the information		All items
4. Patterns of dependency		
5. Expectations of patterns of query formulation	Guidence for locating materials**	Information on discipline, identify resources, Use
	Information on library services**	of library equipments

- Indicates unavailable by indifference, x - no difference,
* Significant at 5% and ** Significant at 1%

Conclusions

Library use patterns, in this study, were identified from the cognitive context. Cognitive context was observed from the analysis of the individual search activities that reflect the users' knowledge and skill. The data show that the students' library searches differ according to cognitive context, or the two distinguishable traits (knowledge and skill). The extent of knowledge and skill in relation to library use was illuminated by specific factors. Different patterns of use prevailed among four groups by the influence of the said factors.

Therefore, upgrading cognitive context according to students' disciplines of study and by year of study is recommended. This study has demonstrated that library use patterns vary in relation to students' varied cognitive contexts, influenced to some extent by several sub cluster features (attitudes). Further studies are needed to investigate students' searching patterns with special attention to different contextual situations of library use. As a next step, a follow-up study will investigate the patterns from a sample of undergraduate students selected from Fiji National University in Fiji Islands.
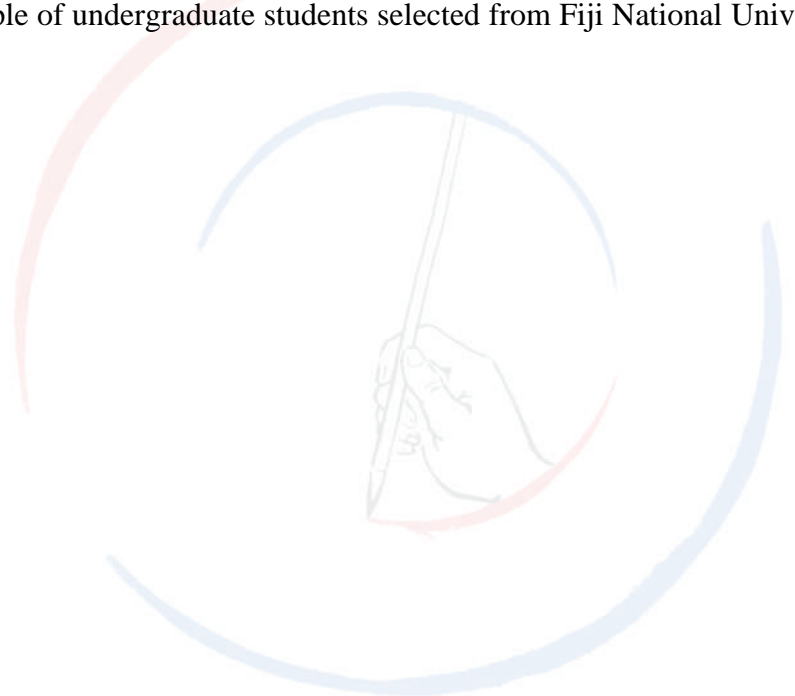
References

Karunanayake, K.G.D.A., & Nagata, H. (2007). Some Affected Variables of Information Need Occurrence of an   Information Seeker: a comprehensive hypothetical model. *Journal of the University Librarians' Association of Sri Lanka*, *11*, 50-78.

Karunanayake, K.G.D.A., & Nagata, H. (2008). Influences of Personal Traits in the Process of Information Searching. *Sri Lankan Journal of Librarianship and Information Management*, *6*(2), 1-15.

Karunanayake, K.G.D.A., & Nagata, H. (2014). Four Types of Undergraduate Library Users, Based on Their   Profile of Library Use, Knowledge and Perceptions. *Libres*, *24*(1), 11-20.

Contact email: *anura.karunanayake@fnu.ac.fj*
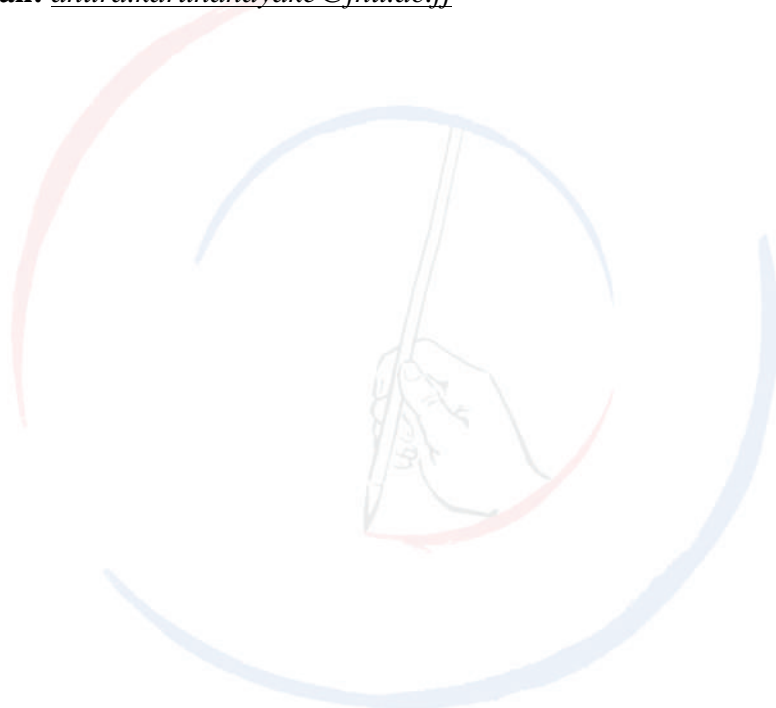
A Citation Analysis of the Philippine Journal of Nutrition, 2001-2011

Mae Shaani S. Sabio, University of the Philippines Diliman, Philippines

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Journals are effective tools in publicizing updated information, and reflect interactions of information on a certain field of knowledge. This study used citation analysis to identify the current knowledge trends found in the *Philippine Journal of Nutrition* during the period of 2001-2011. Citation analysis is a practical basis for an effective collection development of libraries. Seventy-eight articles were analyzed and extracted a total of 1,530 citations. Data was encoded into a statistical software and then analyzed through frequency counts and descriptive statistics.

The study revealed the following findings: the most cited bibliographic format in *PJN* was journal article with 52.5% of the total citations followed by book and book chapter with 16.9% ; the most cited journal title was *The American Journal of Clinical Nutrition* (67.3% of 804 journal articles) followed by *Philippine Journal of Nutrition* (29.4%). The highly cited title was the *Philippine nutrition: facts and figures* (10 citations). The predominant country of publication was the United States with (39.3%) followed by Philippines that was cited 363 times. The most cited author in *PJN* was the World Health Organization with 70 citations followed by Food and Research Institute with 65 citations; predominant publishers cited in *PJN* was American Society of Clinical Nutrition with 127 citation followed by WHO with 82 citation. The age of cited materials in *PJN* was 6 years and for individual year, 1998 was the citation peak. Food and Beverages received the highest subject frequency count in *PJN* (15.4%) followed by Technology, Industry and Agriculture (12.8%).

Keywords: collection management, indexing, bibliometrics, MeSH,, citation analysis

iafor

The International Academic Forum
www.iafor.org

Introduction and Literature Review

Scholars from various fields utilize journals as tools publishing new discoveries and commentaries on current developments within their respective disciplines. Released as quarterly, bimonthly, or monthly publications, journals serve as a quick channel for communicating up-to-date reliable information.

Scientific knowledge is characterized by rapid and constant production of new information and modification of previous discoveries. Production of scientific information is being described as a continuous cycle that does not have exact endpoints (University of Cincinnati Libraries). The process starts with the identification of the topic of interest. Sources such as journal articles, news clipping and science documentary could be the basis of idea or topic for research. After distinguishing the topic, identifying what to investigate by formulating problem statement will follow.

Then conducting the research which includes library research which undergoes tasks such as finding out first what is already known topic, what is unknown before proceeding to the actual research activity. University of Cincinnati Libraries also emphasized the important stage of this cycle which is writing and dissemination of journal articles. It is said that "articles in scientific journals present new results from scientific research in an authoritative context and preserve the results of past research" (University of Cincinnati, 2013). The process continues as the results of research presented in journal articles, refined and summarized form of it can also be published in edited volumes (e.g. annual reviews) and textbooks. Lastly, this scientific information is compiled into scientific reference sources (e.g. encyclopedias and handbooks).

In the field of medical research, it can also be observed how fast information has been generated with the research process. Many breakthroughs in medicine have been developed through these researches (e.g. clinical trials, preclinical researches) in keeping with the main goal of medicine which is to increase longevity of human beings. Medicine is defined as "any activity that promotes, preserves and helps to restore the physical and mental integrity of the individual" (Lewinshohn, 1998, p. 1261). The field of medicine, just like other sciences, is faced with a challenge of supplying quality and up-to-date research. In light of this challenge, journals serve as communication vessel thereby contributing to the advancement of the field.

Almost all of the fields of knowledge have their own journal publication. In medicine, journals exist to provide doctors, students and other allied health practitioners, as well as the public with up-to-date information on medical technology and medical practices. The frequency of publication of the journals (quarterly, bimonthly, or monthly issues) makes them more effective in delivering current information. In terms of content effectiveness, the publication includes articles that inform its readers about the developments in medicine. Case reports performed by doctors and new developments on their professions and practices are published in journals. Moreover, it covers different topics ranging from general or basic health sciences to clinical health sciences which are more specialized.

For the current study, a journal (*Philippine Journal of Nutrition*) that specializes in the field of medicine which is nutrition, was chosen to be the focus of the research. There were several studies that used specialized journals as focus of their research. For instance, Ross (2007) wrote about the impact and value of *The Journal of Nutrition* (JN). She reported about the status of *JN*, its impact and value to nutritional scientists. The journal received a 3.689 impact factor rating for 2005, and half-life values that ranges from 2.8 to 9.9 years. Moreover, several studies of scientific literature using bibliometrics on different fields have been done. McMillan & Hamilton (2000) used bibliometrics to measure publishing and patenting patterns in a group of US pharmaceutical companies; Garousi and Varma (2012) did bibliometric assessment of Canadian institutions in the discipline of Electrical and Computer Engineering; and Evans (2010) on her *Gender and Citation in Two LIS E-Journals: A Bibliometric Analysis of LIBRES and Information Research*.

With the advent of new technology, accessing published journal articles has been much easier than before because of technology. Open access journals and online databases are just some of the tools that made this possible. Exchange of information between health professionals placed the industry on a stage which is continually improving and open for developments. This makes journals a good venue for medical researches and an effective instrument in disseminating information.

In the field of library science, information professionals deal with recorded knowledge in providing services for information seekers. This necessitates adequate knowledge on the information trends present on the field of library science. This also entails assessment of institution and other information providers like libraries to ensure that they are giving the right materials to their clientele. To do this, libraries have designed different methodologies to find out whether these goals are met. Examples are survey instruments aimed to measure user satisfaction and solicit feedback or suggestions; review of the usage of information materials such as journals, periodicals and books by conducting researches about them. "As part of the information highway that connects people to the world of knowledge" (Evans, 2005, p. 4) the challenges of how materials in their custody are to be used most efficiently to meet the users' information needs should be faced and cannot be neglected (Ash, 1974). Studying journals and citation analysis of the articles is one way of evaluating the collections of a library and assessing its weaknesses and strengths.

Citation Analysis

"Citation" or description of the source of an idea or concept started to develop after the Renaissance. The first use of footnotes similar to citations is traced back to the 16th century (White, 1985). "The main function of a citation is to establish a relationship between the citing and the cited documents. Citations can be used to evaluate the relevant sources, support the validity of an author's statements, and provide a more extensive reading list for the initiated researchers" (Smith, 1981, pp. 84–85; White, 1985, pp. 38–39).

According to Eugene Garfield (1979) who is known for his writings about citation indexes, the purpose of citation analysis is to provide a quantitative picture of journal utility and relationships that is useful in many ways. In the case of librarians this can be a tool for managing journal collections. For the specific community like

researchers, it may be a way of identifying useful journals when the interaction between specialties or disciplines pushes him or her beyond the borders of familiar territory as well as for the scientist studying the structure of the literature. Moreover, Reitz (2004) specifies that citation analysis is a bibliometric technique in which works cited in publications are examined to determine patterns of scholarly communication (e.g. the comparative importance of books versus journals, or of current versus retrospective sources, in one or more academic disciplines).

Therefore, citation analysis can be helpful in identifying core journals in the library collection, ranking journals based on citation count, such that those which receive the highest citation can be adjudged as highly used and ranked accordingly. Citation analysis will also help to analyze the local usage of subscribed journals in addition to identifying the journals that are not subscribed by the library. This type of study could easily justify or develop usage-focused journal collection acquisition policy (Kumar & Dora, 2011).

The Philippine Journal of Nutrition (*PJN*)

The Philippine Journal of Nutrition is an example of journal publication in the country that is established and has reliable publication history. It is for these reasons that the journal was chosen to be the material for this study. The journal is published quarterly by the Philippine Association of Nutrition, Inc. (PAN) and Food and Nutrition Research Institute (FNRI). The scientific articles published in *PJN* are peer-reviewed. The scope of the topics includes public health nutrition, clinical nutrition and nutrition epidemiology. The journal also discusses topics on the areas of food science and technology, applied and public health of nutrition, food management, food and nutrition policy and planning and other related areas.

The publication contains original papers, short communications, technical notes and preliminary research articles, policy and position, scientific meetings, conferences and the like, and similar technical materials of relevance to the health and nutrition condition in the Philippines. Moreover, book reviews and notices of relevant books and other publications, notices of scientific and technical meeting or summaries of such meetings, as well as news items of relevance to the members of the PAN and FNRI are also published on this journal (PAN, 2006).

As early as 1962, *Philippine Journal of Nutrition* (*PJN*) has been bridging people and information towards the achievement of suitable nutrition of Filipinos. The organization managing this journal is composed of nutrition advocates that are interested in the food and nutrition problems in the country and who support all efforts directed towards the attainment of proper nutrition of Filipinos and also its advancement. PAN was founded on 9 March 1947 by the country's leading experts who early on, had the vision of good nutrition for Filipinos. An average of 3-5 articles is included in every issue of *PJN*. (PAN, 2006).

Objectives of the Study

This study aims to conduct a citation analysis to understand the current information needs of the users as well as to acquire a clear view on the development of health and nutrition research in the Philippines. It also endeavors to identify the information

exchange among nutrition advocates. The researcher attempts to carry out these goals by analyzing the articles and citations published in the *Philippine Journal of Nutrition* during the time frame of 2001-2011. The following specific objectives are sought to achieve in this study:

1. To determine the current trends of knowledge exhibited in *PJN* articles;
2. To find out the highly cited authors or editors in *PJN* articles;
3. To determine the most cited titles of books/journals/articles in the *PJN*;
4. To find out the types of materials mostly used in the citations of *PJN*;
5. To identify the core journals used in the citations of *PJN*;
6. To identify the predominant country of publication for the cited materials found in the issue of the *PJN*;
7. To determine the predominant publisher of cited materials;
8. To know the item age of the materials; and
9. To ascertain the current subject trends of medical research based on the articles of *PJN*

Significance of the Study

The researcher intends to perform a citation analysis on the *PJN* for the reason that only few studies which involve bibliometric techniques applied on medical literature have been done.   Most of the studies previously conducted utilized theses, dissertations, reports and other bibliographic formats for their bibliographic (e.g. Quimsing (1987), David (1997), Macawili (2001), Villanueva (2005) etc.). The researcher believes that the same technique can be applied to journals.

This study will benefit the research practitioners especially those in the field of medicine, nutrition advocates, professionals and experts on health and nutrition, students and the library that houses the materials. The findings of this study can be used by librarians and libraries to make a citation index that will serve as reference for the researchers in locating materials that are related to their studies. For the students and researchers, they will know the availability of the materials related to this field as well as gauge the informative value of the materials.

The results of the research will give a preview of the current subject trends found on the publication that may help the researchers to decide and assess what topic of research shall be done in the future and on what subjects to focus more. This may guide the writers and contributors in preparation of research activities. The data may also determine if there are subject headings on the articles that are not included on subject heading tool such as Medical Subject Heading or MeSH.

Moreover, the findings of the study will help the library that manages the collections by evaluating and updating their collection. For example, in the case of identifying the most cited journals/articles/books, the findings can be used in formulating collection development retention, deselection, relegation and disposal policies (Al & Tonta, 2004). In addition to this, Gao, Yu, and Luo (2009) explained how citation analysis can be a very important tool to investigate user information needs and determine the potential use of individual journal titles for a specific subject field. Through this analysis, journals that are always used on a specific field will be more prioritized and that will help in building a good collection of information materials.

Lastly, the data obtained from this study can be utilized for further research questions and topics for future research.

Scope and Limitations of the Study

The research will be limited to articles in *Philippine Journal of Nutrition* published from 2001-2011, Journal Volumes 48 to 58. Out of 58 volumes, the researcher chose to focus on a 10-year time frame for current assessment of subject trends discussed on the said journal. Volume 53 (2006), issue number 1-2 and Volume 50 (2003), issue number 3-4 were not included, as it only contains conference proceedings, specifically the program of the event and speeches of the speakers. Written works in the *PJN* that do not contain citation lists were excluded from the current research.

Methodology

The researcher prepared a form to capture elements of citations such as author or editor, date of publication, title, type of material, country of publication and publisher. The data where then encoded using the Statistical Package for the Social Sciences (SPSS) in preparation for an efficient tallying of the results and Microsoft Excel for formatting. Descriptive statistical runs were executed afterwards to satisfy the research objectives.

All of the citations in articles of the *Philippine Journal of Nutrition* volume numbers 48-58 published for a time frame of 2001 to 2011 were included in this study. Volume 53 (2006), issue number 1-2 and Volume 50 (2003), issue number 3-4 were not included for the reason that the materials only contain conference proceedings without citations specifically the program of the event and speeches of the speakers.

Elements of the cited materials such as *PJN* volume and issue numbers, title, author of the articles, author or editor name of the citing materials, title of the cited materials, country of publication, publisher and year of publication were taken as to be used in filling up the fields of the worksheet.

Electronic worksheets containing the mentioned elements were filled up by the researcher through computer program Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. SPSS was used for data encoding and tallying the frequency counts of the data. For formatting of graphs and tables, Microsoft Excel was used.

Locating the materials for this study was the first step for data collection. The *Philippine Journal of Nutrition* journals are housed in three libraries of the University of the Philippines Diliman (Main Library serial sections, College of Education Library and College of Home Economics library). Recent publications were accessed in the library in College of Home Economics and Department of Health Central Library.

After locating the materials, each journal issue within the specified time frame was checked as well as the articles. The researcher prepared a list that was used for an orderly acquiring of materials. It enumerates the general information of the contents of the journals like the year of publication, volume numbers, issue number or the

months that it covers and number of articles that can be extracted. Articles that contain conference proceedings and articles without citations were excluded.

The data were collected manually by photocopying the journal cover, first page of the article that contains the title and author of the article; and the pages that holds the bibliographic citations. The information that was gathered from the materials was entered to an electronic worksheet for data entry.

The findings of the study of author or editor names, titles, countries of publication and languages of the data extracted were analyzed by frequency counts and presented in percentage distribution. The rank order and rank distributions was also used for data analysis. For the age distribution of materials, central tendency was utilized in evaluating it and by using arithmetic mean, mode, median and range as specific statistical measures.

Presentation, Analysis and Interpretation of Data

Seventy-eight (78) articles from the *Philippine Journal of Nutrition* (*PJN*) were used for the current study on citation analysis. A total of 1, 530 citations were extracted from journal volume numbers 48-58 of *PJN*.

Format of Material Cited

An overall item sample of 1, 530 citations were examined for this study. Table 1 shows the distribution of cited materials by bibliographic format, journal articles with 804 citations (52.5%) was identified to be the most cited material type followed by book and book chapters with 259 citations (16.9%) and scientific and technical reports with 103 citations (6.7%).

For comparison, local studies of theses and dissertations (Chievnavin, 1983; Villaflor, 1998; Macawili, 2001) expressed the similarity of results in terms of predominance of journal articles as citation sources. Similarly, earlier studies like Edwards (1999); Dulle et al. (2004); Chikate and Patel (2008) and Gao et al. (2009). This may explain how researchers on sciences specifically medicine rely on journals as the source of up-to-date information.

Table 1
Distribution of Citations by Bibliographic Format

Bibliographic Format	Frequency	Percentage
Journal article	804	52.5
Book and Book Chapter	259	16.9
Scientific and Technical Report	103	6.7
Web Site	80	5.2
Standards and Guidelines	42	2.7
Conference Proceedings	38	2.5
Review	34	2.2
Legislation	29	1.9
Bulletin	24	1.6
Conference Paper	20	1.3
Medical and Health Statistics	16	1
Newspaper Article	16	1
Manuscript	15	1
Thesis	15	1
Newsletter	11	0.7
Papers Presented at Meetings	8	0.5
Magazine Article	5	0.3
Annals	4	0.3
Electronic Supplementary Materials	3	0.2
Brochure	2	0.1
Chart	2	0.1
Total	1530	100

Frequency Distribution of Journals

The data revealed that there were 804 journal articles out of 1, 530 citations. *The American Journal of Clinical Nutrition* was the highly cited journal (128 citations or 67.3% of 804 journal articles) followed by *Philippine Journal of Nutrition* with 56 citations (29.4%) and *The Journal of Nutrition*, with 32 citations (16.8%).

Bradford's Law of Scattering determines the useful journals on this field by providing ranks and zones that give basis on the formulation of the core journals. On this study, the journals were arranged from most cited to least cited through frequency counts. Zone or groups were formed in such a way that the number of items or frequency counts of the citations are about the same. The first zone is treated as the nuclear zone or highly productive zone, second zone as moderately productive zone and lastly the third zone as low productive zone. Through this law, it identifies also how many titles of journals can be found on each zone. The Bradford Multiplier for this study is 6.2 and 6.26 was used to identify the number of journal titles in each zone. Using the formula prescribed by Bradford, the distribution or number of titles per zone was identified. Zone 1 has a total of 5 journal titles; zone 2 has 31 journals titles and lastly zone 3 with 194 journal titles or 5:31:194 ratio.

The core journals (zone 1 or highly productive zone) for the *PJN* based on *Bradford's Law of Scattering* are the following:

1. *The American Journal of Clinical Nutrition*
2. *Philippine Journal of Nutrition*
3. *The Journal of Nutrition*
4. *European Journal of Clinical Nutrition*
5. *Journal of Agricultural and Food Chemistry*

Zone 2 or moderately productive zone contains the following:

1. *Asia Pacific Journal of Clinical Nutrition*
2. *BMJ : British medical journal*
3. *Lancet*
4. *Planta Medica*
5. *Circulation*
6. *Diabetes*
7. *Journal of the American Dietetic Association*
8. *Physiology & Behavior*
9. *The British Journal of Nutrition*
10. *Diabetes care*
11. *Journal of the American Medical Association*
12. *American Journal of Epidemiology*
13. *Appetite*
14. *Philippine Journal of Science*
15. *American Journal of Public Health*
16. *International Journal of Epidemiology*
17. *Journal of the Nutritionist-Dietitians' Association of the Philippines*
18. *The New England Journal of Medicine*
19. *JAMA : the Journal of the American Medical Association*
20. *Obesity Research*
21. *Food Technology*
22. *International Journal for Vitamin and Nutrition Research*
23. *Journal of Clinical pathology*
24. *Journal of Nutritional Immunology*
25. *The Journal of Pediatrics*
26. *Archives of Internal Medicine*
27. *Diabetologia*
28. *Journal of Ehnopharmacology*
29. *Journal of Food Science*
30. *Journal of the American College of Cardiology*
31. *Journal of the American College of Nutrition*

Based on frequency count, Table 2 shows the order of most cited titles used in *Philippine Journal of Nutrition*.

Table 2
Top 20 Most Cited Journal Titles in the PJN

Journal Title	Frequency	Percent on No. of Journals
The American Journal of Clinical Nutrition	128	57.3
Philippine Journal of Nutrition	56	29.4
The Journal of Nutrition	32	16.8
European Journal of Clinical Nutrition	27	14.2
Journal of Agricultural and Food Chemistry	25	13.1
Asia Pacific Journal of Clinical Nutrition	23	12.1
BMJ : British medical journal	18	9.5
Lancet	16	8.4
Planta Medica	15	7.9
Circulation	13	6.8
Diabetes	12	6.3
Journal of the American Dietetic Association	12	6.3
Physiology & Behavior	11	5.8
The British Journal of Nutrition	11	5.8
Diabetes Care	10	5.3

Cited Titles by Frequency Distribution

The highly cited title for this study is the "Philippine nutrition: facts and figures" (10 citations) published by Food and Nutrition Research Institute and Department of Science and Technology. Its maiden issue came out in 2001 and is updated regularly in a certain number of years. It provides information about overall health quality of Filipinos by presenting statistics, facts and figures and trends. Followed by "7th national nutrition survey" (6 citations); "4th National Nutrition Survey, Philippines, 1993.Part D. Biochemical nutrition survey" and "Food composition tables" which were cited five times.

Geographic Distribution

Citations found in *PJN* provide country of publication that was used in analyzing the geographical distribution of materials. Table 3 shows the geographical distribution of 1, 530 citations.

Table 3
Cited Countries of Publication in the PJN

Country	Frequency	Percentage
United States	601	39.3
Philippines	363	23.7
England	232	15.2
Switzerland	115	7.5
No country	33	2.2
Canada	28	1.8
Japan	24	1.6
Taiwan	24	1.6
Netherlands	22	1.4
Italy	15	1
Germany	10	0.7
India	8	0.5
New Zealand	6	0.4
Ireland	6	0.4
Sweden	5	0.3
France	5	0.3
Denmark	4	0.3
Thailand	4	0.3
Singapore	3	0.2
China	3	0.2
Malaysia	3	0.2
Australia	3	0.2
Korea	2	0.1
Belgium	2	0.1
Hong Kong	1	0.1
Indonesia	1	0.1
Mexico	1	0.1
Poland	1	0.1
Vietnam	1	0.1
Scotland	1	0.1
Finland	1	0.1
Austria	1	0.1
Singapore	1	0.1
Total	1530	100

Of the 1, 530 citations in *PJN*, 601 titles (39.3%) were published in the United States followed by literatures published in the Philippines that was cited 363 times (23.7%). Third is England with 232 titles (15.2%).

Local studies conducted by Chievnavin, 1983; Villaflor, 1998; Macawili, 2001 and Meraña, 2007 share the same findings in terms of the predominant country which is

United States. Moreover, foreign research performed by Chikate and Patel, 2008 had the same findings of United States as predominant country. Through this, it can be identified that most of the researches published in *PJN* rely on sources from the United States. One reason is that this country has the capacity to produce a large amount of scientific information and new discoveries compared to other countries. It can also be assumed that research support in the field is a possible factor that contributes on this accumulation of information.

Frequency Distribution by Authors

The most cited author for this study is the World Health Organization with 70 citations followed by Food and Research Institute with 65 citations and Department of Science and Technology with 40 citations.
World Health Organization is the predominant author or corporate author cited on *PJN*. As described:

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends (World Health Organization, 2012).

Consistent to the organization's purposes and goals, it has been producing useful literatures focusing on health. WHO has 194 member countries making the materials they produced more accessible to other people especially researchers. Unlike the studies conducted by David, 1985; Bugaay, 1997; Villaflor, 1998; Sibug, 1999 and Macawili, 2001 which resulted to a single person author, this study resulted to a corporate body or association as an author.

Frequency Distribution of Publishers

For the predominant publishers cited in *PJN*, American Society of Clinical Nutrition was the most cited with 127 citation (8.3%) followed by WHO with 82 citation (5.4%) and Food Nutrition Research (FNRI) with 60 citation (3.9%).
As the most cited publisher, American Society of Clinical Nutrition is:

A division of the American Society for Nutritional Sciences, the ASCN works to provide and implement educational and training programs for health professionals and students in the area of clinical nutrition. It provides support for current and ongoing research activities related to human nutrition. It also acts as an advocate for issues related to clinical nutrition and research, and promotes the professional use of nutrition science in disease prevention, health promotion, and patient care (American Society for Nutrition, 2012).

The first three highly cited publishers can be classified as to associations or organizations.

Age of Cited Materials

Cited item age was calculated by subtracting the cited item publication date from the citing article publication date. Based on the computation, the mean age of citations is 9 years, median age is 7 years and mode age is 6 years. This explains that the age of the cited materials which is frequently cited in the *PJN* is 6 years. Moreover, 1998 is the predominant year cited.
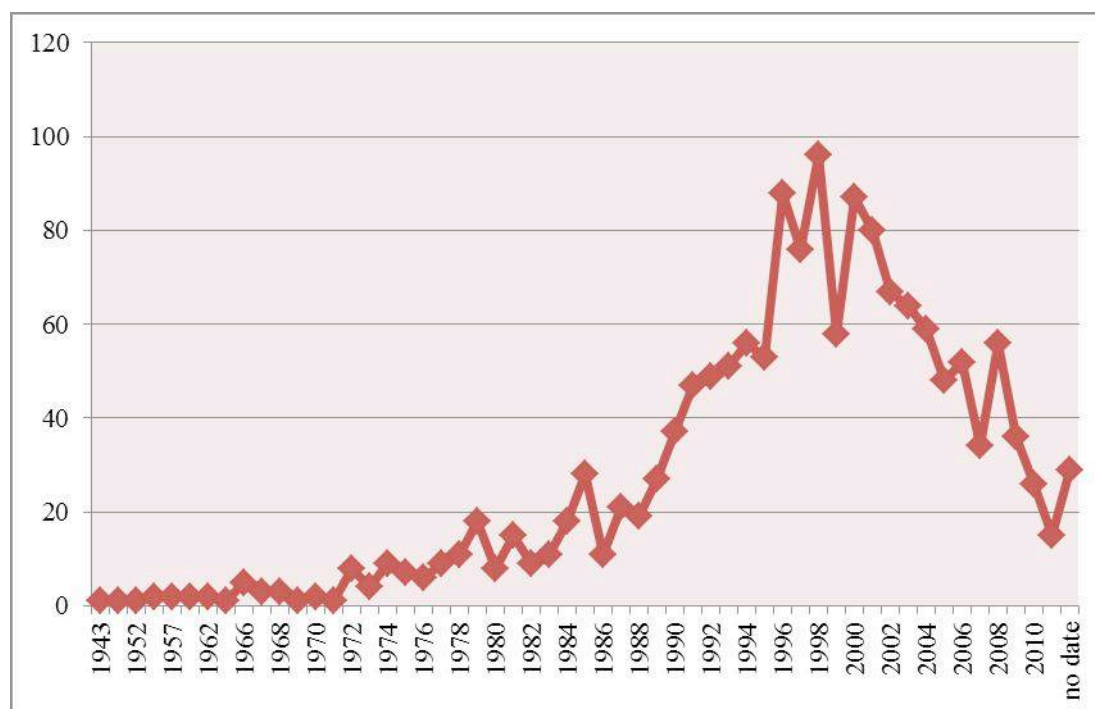
Figure 1: Distribution of citation by year

Subject Trends in the articles of *PJN*

This current study used Medical Subject Heading (MeSH) for assigning subjects of the articles found in *PJN*. Based on the result, Food and Beverages which pertains to edible or potable substances (MeSH scope note) received the highest frequency (12 counts or 15.4%). Specific subjects that under this category are: Vegetable; Soybeans; Food, fortified; and Milk, human was found out to be the focus of the articles. Followed by Technology, Industry and Agriculture (10 counts or 12.8%) topics on Food labeling; Food safety; Food services; Food handling; Agriculture and Gardening composed the discussion for the general subject of Technology, Industry and Agriculture. Third highest number of frequency in subject is Nutrition Surveys with 9 counts or 11.5% which is described on MeSH as a systematic collection of factual data pertaining to the nutritional status of a human population within a given geographic area.

Topics being discussed on articles of *PJN* ranges from general subjects such as health and wellness of the family to technical topics such as food processing and food technology. Table 4 shows the distribution of subject in *PJN* articles.

Table 4

Frequency Distribution of Subjects in PJN articles

Subject	Frequency	Percent
Food and Beverages	12	15.4
Technology, Industry and Agriculture	10	12.8
Nutrition Surveys	9	11.5
Nutrition Assessment	6	7.7
Malnutrition	5	6.4
Maternal Nutritional Physiological Phenomena	5	6.4
Nutrition Policy	5	6.4
Elder Nutritional Physiological Phenomena	4	5.1
Nutrition Disorders	3	3.8
Antioxidants	2	2.6
Nutritional Physiological Phenomena	2	2.6
Ascorbic Acid	1	1.3
Bone Diseases	1	1.3
Cardiovascular Diseases	1	1.3
Child Nutrition Sciences	1	1.3
Child Nutritional Physiological Phenomena	1	1.3
Eating	1	1.3
Ecological and Environmental Phenomena	1	1.3
Health Promotion	1	1.3
Infant Nutritional Physiological Phenomena	1	1.3
Infection	1	1.3
Nutrition Status	1	1.3
Nutritional Status	1	1.3
Nutritional Support	1	1.3
Nutritive Value	1	1.3
Preventive Medicine	1	1.3

Conclusion

Citation analysis as defined in previous chapters of this paper determines patterns of scholarly communication; it is a tool that helps in identifying core journals and other materials in the library collection for improvement of its services. Due to the great amount and often coinciding data found in the field, distinguishing exactly which information sources do nutrition and health practitioners' use and need is challenging. On this study, it was proven that citation analysis can be classify as a useful tool for

evaluating library collections, distinguishing important materials used by the users and a practical basis for collection development

Recommendations

1. Collection maintenance and continuation of journal subscription of at least the first 3 core journals: for The American Journal of Clinical Nutrition and *Philippine Journal of Nutrition* as well as updating their current collection of the European Journal of Clinical Nutrition
2. Citation analysis may be combined with other methodology such as interviews and content analysis; taking in consideration of the opinion of the users, combination with quantitative measures such as library statistics in order to develop a more thorough assessment and image of their research needs.
3. Researchers may consider the use of accessible online tools to enable quantitative citation analysis for example Web of Science mapping tool. (Nightingale and Marshall, 2011)
4. Investigation of other Philippine journals with different disciplines or specialization in medicine with the same bibliometric tool for further understanding of the local literature can also be consider.
5. Bibliographic citations of *PJN* should be improved in terms of appropriate and standard formatting.
6. *Philippine Journal of Nutrition* should continue to contribute knowledge about nutrition and health in the country through publishing up-to-date researches and reports on their journal.

References

All About PAN. (n.d.). *http://www.fnri.dost.gov.ph - FNRI Home*. Retrieved August 6, 2012, from http://fnri.dost.gov.ph/files/fnri%20files/pan/profile.htm

Ash, J. (1974). Library use of public health materials: description and analysis. *Bulletin of the Medical Library Association.*

Bradford, S. C. (1934). Sources of Information on Specific Subjects. Engineering. 137, 85-86.

In Hertzel, Dorothy H. (2003). Bibliometrics history. In Encyclopedia of Library and Information Science, 2 (pp. 288- 328). New York: Marcel Drekker

Broadus, R.N. (1977). *Application of citation analyses to library collection building*. In Advances in Librarianship. New York: Wiley.

Bush, I. R., Epstein, I., & Sainz, A. (1997). The use of social science sources in social work practice journals: An application of citation analysis. *Social Work Research*, 21(1), 45-57 Retrieved September 15, 2012, from the ProQuest Central database.

Ching, J. & Chennupati, K R. (2002). Collection evaluation through citation analysis techniques: A case study of the ministry of education, Singapore. *Library Review*, 51. 8/9: 398-405. Retrieved September 15, 2012, from the ProQuest Central database.

D'Auria, Jennifer P. (2006). *Bibliometrics*. New York: Springer Publishing Company. Retrieved September 15, 2012, from the ProQuest Central database.

David, L. T. (1985). *Philippine libraries and librarianship : an analysis of citations*. Unpublished M.L.S. special problem, University of the Philippines Diliman, Institute of Library Science.

Evans, E.G. (2005). *Developing library and information center collections*. Westport, Conn.: Libraries Unlimited.

Gao, S., Yu, W., & Luo, F. (2009). Citation analysis of PhD thesis at Wuhan University, China. *Library Collections, Acquisitions, and Technical Services*, *33*(1), 8-16. Retrieved July 7, 2012, from the ScienceDirect database.

Garfield, E. (1979). *Citation indexing - its theory and application in science, technology, and humanities*. New York: Wiley.

Garfield, E. (1979). Current comments: Most-Cited Articles of the 1960s. 1. Physical Sciences. *Essays of an information scientist*, 4(21), 155-166. Retrieved July 7, 2012, from http://www.garfield.library.upenn.edu/essays/v4p156y1979-80.pdf.

Garfield, E. (1979). Current comments: Why are the impacts of the leading medical journals so similar and yet so different? Item-by-item audits reveal a diversity of editorial material. *Essays of an information scientist*, 10(2), p. 10. Retrieved July 7, 2012, from http://www.garfield.library.upenn.edu/essays/v10p007y1987.pdf

Garfield, E. (1984). Citation data as science indicators. In Essays of an information scientist. Philadelphia: ISI Press.

Garousi, V., & Varma, T. (2012). A Bibliometrics Analysis of Canadian Electrical and Computer Engineering Institutions (1996-2006) Based on IEEE Journal Publications. *Computer and Information Science*, *5*(4), 1-24. Retrieved September 15, 2012, from the ProQuest Central database.

Gore et al. (2009). Trends in health sciences library and information science research: an analysis of research publication s in the *Bulletin of Medical Library Association* and *Journal of the Medical Library Association* from 1991 to 2007. *Journal of Medical Library Association.* Retrieved September 15, 2012, from the ProQuest Central database.

HjØrland, B. & Nicolaisen, J. (2005). Bradford's law of scattering: Ambiguities in the concept of "subject". *In Proceedings of the 5th International Conference on Conceptions of Library and Information Science*, 96-106.

Kumar, H. A., & Dora, M. (2011). Citation analysis of doctoral dissertations at IIMA: A review of the local use of journals. *Library Collections, Acquisitions, & Technical Services*, *35*, 32-39. Retrieved July 7, 2012, from the ScienceDirect database.

Lawani, SM. (1981). Bibliometrics- its theoretical foundations, methods and applications. *Libri*, 31(4): 294-315

Lewinsohn, R. (1998). Medical theories, science, and the practice of medicine. *Soc. Sci. Med.*, *46*(10), 1261-1270. Retrieved July 7, 2012, from the ScienceDirect database.

Macawili, A. G. (2001). *A citation analysis of theses and dissertations at the University of the Philippines College of Nursing.* Unpublished M.L.S. special problem, University of the Philippines Diliman, Institute of Library Science.

McMillan, G & Hamilton, R, III. (2000). Using bibliometrics to measure firm knowledge: An analysis of the US pharmaceutical industry. *Technology Analysis & Strategic Management*; 12 (4): 465-475. Retrieved September 15, 2012, from the ProQuest Central database.

Patrias K. (2007). Citing Medicine: The NLM Style Guide for Authors, Editors, and Publishers [Internet]. 2nd edition. Bethesda (MD): National Library of Medicine (US); 2007-.

Penpimol Vamanont Chievnavin, (1983). *A citation analysis of the ACTA MEDICA PHILIPPINA, 1977-1981*. Unpublished M.L.S. University of the Philippines Diliman, Institute of Library Science.

Philippine Journal of Nutrition. (n.d.). *Philippine Association of Nutrition*. Retrieved July 7, 2012, from pan.fnri.dost.gov.ph/index.php?option=com_content&task=view&id=27&Itemid=54

Pritchard, A. (1969). Statistical bibliography or bibliometrics?. *Journal of Documentation*, *25*(4), 348-349.

Prytherch, R. J. (2005). *Harrod's librarians' glossary and reference book a directory of over 10,200 terms, organizations, projects and acronyms in the areas of information management, library science, publishing and archive management (10th ed*.). Aldershot, Hants, England: Ashgate.

Quimsing, L. B. (1987*). Utilization of SLS-provided literature in the PCARRD research proposals and terminal reports : a citation analysis with implications to PCARRD scientific literature*. Unpublished M.L.S. special problem, University of the Philippines Diliman, Institute of Library Science.

Reece-Evans, L. (2010). Gender and Citation in Two LIS E-Journals: A Bibliometric Analysis of LIBRES and Information Research. *LIBRES: Library and Information Science Research Electronic Journal,* 20. 1: 1-18. Retrieved September 15, 2012, from the ProQuest Central database.

Reitz, J. M. (2004). *Dictionary for library and information science*. Westport, Conn.: Libraries Unlimited.

Riahinia, N. (2010). A citation analysis study of MA dissertations in the library and information science field in universities in Tehran. *Library Review*, 59. (1): 56-64. Retrieved September 15, 2012, from the ProQuest Central database.

Ross, C. A. (2007). The Journal of Nutrition in 2007-impact and value. *The Journal of Nutrition*, 137, 2. Retrieved December 2, 2012, from the ProQuest Central database.

Schneider, J. & Borlund, P. (2004). Introduction to bibliometrics for construction and maintenance of thesauri: Methodical consideration. *Journal of Documentation*, 60, (5), 524-549. Retrieved September 15, 2012, from the ProQuest Central database.

Smith, L. C. (1981). Citation analysis. *Library Trends*, 30, 83–106.

Smyth, J. (2011). Tracking trends: students' information use in the social sciences and humanities, 1995-2008. *Libraries and the Academy*. Retrieved November 30, 2012, from the ProQuest Central database.

The Importance of Medical Journals | Medical education. (n.d.). *Medical Education, Medical School, Medical Research, Medical Journals*. Retrieved August 5, 2012, from http://www.unn-edu.net/importance-of-medical-journals.htm

Tonta, Y., & Al, U. (2006). Scatter and obsolescence of journals cited in theses and dissertations of librarianship. *Library & Information Science Research*, *28*(2), 281-296. Retrieved July 7, 2012, from the ScienceDirect database.

U.S. National Library of Medicine. (2012). *Medical Subject Headings*. Retrieved February 11, 2013, from http://www.nlm.nih.gov/mesh/

University of Cincinnati. (2013). The Cycle of Scientific Literature. Retrieved February 8, 2013, from http://www.libraries.uc.edu/libraries/cas/cycle3.html

Villanueva, M. V. (2005). *An analysis of citation and research trends of Bachelor of Library and Information Science (BLIS) theses 1996-2004.* Unpublished B.L.I.S. theses, University of the Philippines Diliman, Institute of Library and Information Science.

Vinagrera, E.R. (2009). *A citation analysis of the Philippine Sociological Review, 1953-2007*. Unpublished B.L.I.S. University of the Philippines Diliman, School of Library and Information Studies.

White, E. C. (1985, Winter). Bibliometrics: From curiosity to convention. *Special Libraries*, 76, 35–42.

Contact email: maeshaani.sabio@gmail.com
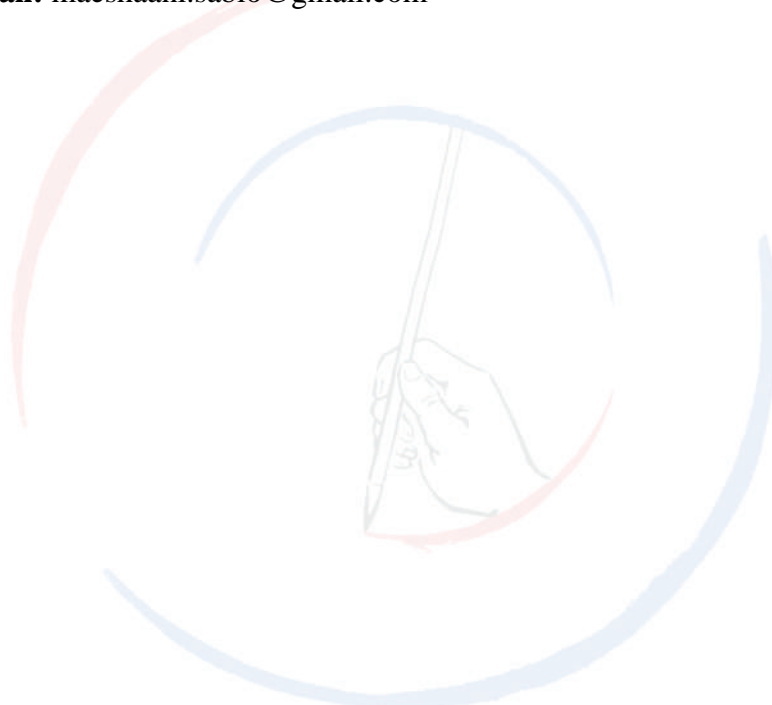
An Analytic of Smuggling Conduct in Royal Writing of Ngo-Pa

Natrada Somsith, Prince of Songkla University, Thailand

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
This research was conducted to study the meaning of the sign in the writing after the author defined the concept of selfness and otherness to its characters. It was studied via signs of being Ngo-Pa. It is found that to be barbarians in the royal writing of Ngo-Pa was floating and amplified from being only remote people to becoming more barbarism reflected from their untrustworthiness, violence, unrestraint, and social deviant; also, those were interpreted from various characters' intended and unintended smuggling conduct especially peeking and ambushing.

To be the signified barbarians in the royal writing of Ngo-Pa is accordance with the concept of the sign which needs distinction or opposition to complete obvious signification. In the work, the signification needed the concept of selfness and otherness to support clarifying being barbarians. As a matter of fact, it is clearly found that the author defined "us" as a burgher and barbarians as "others" which finally affected their status and shifted them to be marginalized people; yet, it may not be conducted intently. However, the signification using the concept of dichotomy binary opposition plays an important role to identify what the barbarians were.

Keywords: barbarians, smuggling conduct, free-floating signifier

iafor

The International Academic Forum
www.iafor.org

Introduction

"Ngo-Pa", the royal writing composed by His Majesty the King Chulalongkorn (Rama V), is a classical romance about barbarian's life ("Ngo-pa" or "Sagai" is the name representing people who live in remote areas in the south of Thailand). This royal writing is different from other traditional styles of royal writings in Thailand, which frequently mention royal life. This story is based on a tragic love triangle, and its plot takes place in the forest where the protagonist is a barbarian (Ngo-Pa). This prominent character has made this royal writing famous among Thai people.

According to the behaviors of characters in this royal writing, there is an assumption about how Ngo-Pa reacted toward various matters happening in the Thai society, surrounding events and the places where they lived. The use of some language and idioms in this royal writing is obviously seen as a representative of savage culture. The protagonist and antagonist's behaviors such as fighting between humans versus animal, humans versus humans, chasings and revenges identified how Ngo-Pa lived their life. Those behaviors created another meaning of signs, and it could imply as a more complicated identification of being barbarians.

Involved Theory

Ferdinand de Saussure's concept about "the Meaning of Sign" is used in the study. From the concept, it said that language is a semiotic system (sign) or a form of interpretation that conveys the idea and meaning to make communication possible (as cited in Chairath Charoensinolan, 2012). "Signifier" and "signified" are main terms used in a branch to describe the components of a sign: the signifier, to put it simply, is the sound or word, and the signified is the thing or idea it represents. Another concept that inspired the researcher to study about the meaning of sign in this royal writing is the concept of "Free - Floating signifier" or "Free Play" by Jacques Derrida (as cited in Chairath Charoensinolan, 2012). It said the notion of a direct relationship between signifier and signified which is no longer tenable, and instead we have infinite shifts in meaning relayed from one signifier to another.

Study Method

The researcher thoroughly studies the royal writing "Ngo-Pa" and then finds matched relation between the studies of literature (Literature Review) and the concepts compared with Saussure and Derrida's opposite ideas, finally presented as a descriptive analysis.

Study Result

Reinelt and Roach (2005) explained Ferdinand de Saussure's the meaning of sign - sign are divided into signifiers and signifieds. The signifier is the sound, mark or word that stands in for the signified, which is the concept, or meaning. Together signifiers and signifieds point to the referent, which is the actuality reference. And "to create the meaning of signs. Signifiers establish their meaning by reference to what they are not."(Ibid 110-111). To be the signified barbarians in the royal writing Ngo-Pa is accordance with the concept of the sign which needs distinction or opposition to complete obvious signification too.

The meaning of sign comes from personal social perception and concept of each society. It's obviously shown that all-involved and related, but unstable depending on social surrounding context in that moment. So, it's Derrida who is interested to study on the unstableness of "Signifier" that the relationship between is arbitrary, metaphysically happening towards social concepts, called as the "Free-Floating Signifier." (as cited in Chairath Charoensinolan, 2012) Consequently, to study the Royal writing "Ngo-Pa, there has been found a floating signifier, which is not much difficult to guessed that it's "the Barbarian" (the protagonist's tribe themselves as a representative)'s life style depicted as a focus.

The assumption notices how "Ngo-Pa" as a "Signifier" plays the role to signify the concept of being "Barbarian," which has been shifted by the smuggling wild behaviors taken place in the story.

The definition of being "Barbarian" from the author's narrating

His Majesty the King Chulalongkorn's attitude towards the uncivilized appears through his writing. It's said that

"To compose the story about the barbarians living in the basaltic isolated place seems like there's no any euphemistic civilized composition in the narrating, but it turns out to be like a well-balanced writing in the end. It is due to the plain composition and mundane living narration that make this story smooth and attractive."

(Ngo-Pa: The Introduction of the Royal Writing)

This also helps to emphasize that the meaning of the being just only an ordinary barbarians has been shifted from its own point. It's an attitude towards the place where they live and actions they response to the situations that change. Generally, Ngo-Pa is a people who live in the remote area and forest mean a far living and unknown place. But, the narrating infers to the different attitude of the author between the civilized and uncivilized measured by his own living culture (society, custom and place he owns), that the uncivilized was placed as inferior than people who live in the city, thus, there presents the meaning of "selfness and otherness" determined by the different ways of life.

The civilized concentrates power, extending human control over both nature and over other human beings that has more densely populated settlements divided into social classes with ruling elite and subordinate urban and rural populations. In contrast with "Uncivilized," people are not advanced, uncultured and undeveloped, as the place where they live is backward state.

The Description of "Ngo-Pa"s smuggling conduct

On the study, Ngo Pa's behaviors are the main focus which shifts the barbarians' meaning from being only remote people to be untrustworthy and uncivilized people determined by their actions of outlaw strike and crime called a smuggling conduct which is obviously shown through the story. There divides two kinds of these illegal actions found in this royal writing — the intentional and unintentional smuggling conducts.

1. The Intentional Smuggling Conducts of Ngo-Pa Characters
1.1 "Sompla" the male protagonist who secretly tries to send a love letter to "Lumhub" - the female protagonist. Sompla's action reflects to his ignorance towards the terms of social acceptance. Though he knows that Lumhub has already had a fiancé- Hanao, he tries to flirt with Lumhub by befriending with Lumhab's younger brother. Sompla satisfies his desire without the realization of his own social norm that it's fault to unintentionally committing adultery.

1.2. "Hanao"- Lumhab's fiancé who chases after Sompla when learning that his fiancée was kidnapped. When finding Sompla in the forest during an escape, he ambushes Sompla immediately with an angry mood. Sompla who is totally vulnerable to attack taunts Hanao's acts as a backbiting brutalization. Sompla's utterance of Hanao's savage manners reflects that an attack by surprise is unacceptable because there's no dignity of this ashamed act amount social acceptance.

1.3. "Rumkaew" – Hanao's older brother, is another character reflecting to a smuggled attacking of the barbarian. He helps Hanao chasing after Sompla. During the battle between Hanao and Sompla, with love for his blood brother, Rumkaew secretly blows the darts hurting Sompla caused to death. This helps to emphasize the shifted meaning of a barbarian to become a cruel and untrustworthy even more.

Through the civilized people's eyes, surreptitious behavior, self-assertion, kidnapping and smuggling conduct in the story caused from the intention of the characters are dishonest and cruel. In addition, those emphasize the signifier of being a barbarian to looking more untrustworthy, violence and unrestraint. Though those characters do it for the love, in terms of involvement and concern for fellow clan, all still was convicted as a wild and uncivilized manner.

2 The Unintentional Smuggling Conducts of Ngo-Pa Characters
Besides the intentional smuggling conducts of characters, there're also unintentional conducts mentioned through the antagonist characters' actions too.

2.1. An illicit love affair between grandpa "Wangsong" and grandma "Ting"

 Although, this is the sub plot of the royal writing but there are an unaccepted behavior from the antagonist too. Grandma "Ting" tells a lie to grandpa "Wangsong" that her husband has been passed way and she is a widow. Those lie from grandma Ting makes him misunderstand and innocently have a secret sexual relation with her. In the end, Granma Ting's husband comeback and granpa Wangsong's behavior becoming an illegal act against the conventions of society without an intentional will in the end. This part of story show an unintentional smuggling conducts and give another sign to the reader that even an old female barbarian still cannot be trust.

2.2 "Maipai" and "Kanang" as naughty kids, they accidently stake out how "grandpa Wangsong" passionately philander with grandma "Ting." It's true that they are just a kid, but this kidding behavior affects to gain more the untrustworthy image towards the barbarian.

The above mentioned smuggling behaviors are contrary to the civilized, defining themselves as a person who has straightforwardness of conducts, along with the

absence of lying, cheating, and theft. An open expression through the civilized's attitude, is the way to show one's honesty. Accordingly, the smuggling behaviors in "Ngo Pa" become to the sign of untrustworthy represented through every generation characters in the story. Furthermore, the barbarian attack conveys to the more brutal image shaped towards the uncivilized, so the signifier of being the barbarian has been floated that the old meaning shifts and the definition has to be found deeper.

However, the story is narrated from attitudes of the civilized. Ideal, living pattern and expressions are the raw materials combined with creative imagination. An attitude towards the barbarian may be adopted from oversimplified concept of characters and ways of doing things to make the story featuring in the more intensely fun. These thoughts or beliefs may or may not accurately reflect reality. However, this is only a fundamental psychological definition of a stereotype causing people to shape the barbarian image as a far uncivilized and brutal by default.

Conclusion

The descriptive of characters in the story has shifted the meaning of Ngo-Pa from being just only people who live in remote area without civilizing influences to a person who is perceived to be uncivilized, either viewed as inferior, untrustworthiness, violence, unrestraint, and social deviant person as well. This floating signifier causes the concept of "Selfness and Otherness" which the author has fitted the "Selfness" definition to the civilized using "us" as a burgher who having socialized and honorable living. In contrast, pushing the "Otherness' to "Nag Pa" categorized their living style as barbarians; those who cannot resist their demands were not respected conservative cruel and untrustworthy.

Moreover, the characteristic shaped descriptions have made the recognition of Ngo-Pa towards the public eyes, both in positive and negative way. People are aware of an existence of their living in the South of Thailand by the words of the author. Meanwhile, the floating meaning has defined them to become the barbarians and untrustworthiness people ; the minority group marginalized to be different and unequal to people who live in the city. As a matter of fact, no one is better than others in society. No society any better than other societies.

References

King Chulalongkorn, His Majesty. (2553). *Ngo-Pa*. Bangkok: Prapansarn.

Reinelt, J & Roach, R (Eds.), (2005). *Critical Theory and Performance*. Ann Arbor : University of Michigan Press,

Chairath Charoensinolan. (2012). *Semiotics, Structuralism and Education Political Science*. 2nd edition. Bangkok: Wipasa.

From a Traditional Library to a New Digital Library: HKSKH Ming Hua Theological College Library Case Sharing

Sau Ching Helen Cheung, HKSKH Ming Hua Theological College Library, Hong Kong

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

The paper will use the HKSKH Ming Hua Theology College Library (香港聖公會明華神學院圖書館) in Hong Kong as a case study to discuss how a traditional smaller library can change to a new digital library to support learning, teaching and research activities of the college. This case shares how MH library has developed its digital library, based on the framework of usability attributes: learnability; efficiency; memorability; errors; satisfaction in development of a digital library with a one-stop searching library catalogue in PC and mobile versions; global classrooms; in-house digital resources as well as collaborative teaching to provide library workshops that develop the digital literacy skills of users.

Keywords: digital library, information technology, digital literacies

iafor

The International Academic Forum
www.iafor.org

Introduction

1.1 About HKSKH Ming Hua Theological College (http://www.minghua.org.hk/)

Sheng Kung Hui, being the Anglican Church in Hong Kong, has a long and rich experience in instituting schools and churches. Ming Hua Theological College was established in 1947 by the Hong Kong Sheng Kung Hui. The college offers services for postgraduates, undergraduates, a diploma of religious studies, and lay training courses. It aims to train and educate members of God's church and people who want to learn religious studies. These courses are flexible, with the use of multiple strategies in learning, including lectures, holding group discussions, and undertaking writing papers.

1.2 About the MH library (http://library.minghua.org.hk/en/About_Library)

The Library of the College came into official use when the newly renovated College was dedicated on 27th September 1997. Named after the chief benefactor Mrs Lai-Wong Yan-lin, the library houses a number of electronic resources and printed materials on the topics of Christianity, theology, philosophy, church history and the humanities. The Library occupies two levels in the building with a study area and five main collection areas: Circulation Collection, Audio-Visual Collection, Periodical Collection, Reference Collection and Special Collection.

1.3 The reasons for developing the MH digital library

As a smaller library, in the past, the library focused on printed materials, had a limited amount of electronic resources and an in-house, but not online library catalogue. However, to have a faster library system for library management such as cataloguing and acquisition work, to provide online library catalogues, library resources, as well as planning to use more e-learning for the College in the future, the Library kicked off the digital library project in 2012. There were three areas of concern in this digital library project; i) the usability of the digital library system such as its flexibility and user friendliness; ii) what kinds of projects/tools should be included in the digital library; iii) how to develop the digital literacy skills of users to help them use the digital library system.

To design the digital project, decide the products and electronic resources of the library, a senior management team consisting of principal, vice principal, librarian, academic program director and executive assistant was involved. Also, feedback was received from faculty meetings, wider college meetings with members of the college and the students' representative. Also, the framework of the project was referenced with a literature review.

2. Literature Review

2.1 Usability of the Digital Library

For the usability of the digital library, and regarding evaluating the usability of digital libraries, McCray and Gallagher (2001) state that one of the major rules of thumb for digital libraries is to design a usable system. To achieve this, the developer should consider factors such as accessibility, simplicity, user control, and clear navigation. There is no standard definition of usability, but one commonly used is the five usability attributes from Nielsen (1993, 2012):

i) Learnability: Users need to be able to easily learn how the system works so that they can speedily start to use the system to carry out their required tasks.

ii) Efficiency: Once a user has learned how to work the system, the system should be efficient, thereby providing the user with opportunity to be as highly productive as possible.

iii) Memorability: A casual user should be able to use the system when returning to it after a period of some time, without experiencing problems and without having to relearn the system in depth.

iv) Errors: The error rate of the system should be low and it should not be possible for there to be any major errors. If there are any errors then they must be easily recoverable.

v) Satisfaction: Users should feel that they like using the system and that it is pleasant and easy to use.

2.2 The features of MH digital library

In the early stages, the purpose of libraries in developing digital libraries (DLs) was rather simple – to provide library collections in an electronic format so users could access and search them using the global Internet. Another early discovered use for DLs was to allow librarians to use them to organize and manage collections and deliver them to users. (Drabenstott 1994; Lesk, 1997; Leiner, 1998). However, with the rapid development of the Internet, technology and commutation tools, DL functions have been enhanced. DLs are no longer just for organizing, managing, searching and accessing digital information, but now can also provide a platform for sharing ideas and knowledge, communication, interactivity, collaboration and e-learning. (Arms, 2000; Jeng, 2006; Witten, Bainbridge & Nichols, 2010).

To decide the features of the digital library, the librarian liaised with other senior management teams of the MH College as well as computer officers and vendors. Also, involved were faculty meetings with faculty and college meetings with the students' representative, to receive the needs of programs, faculty and students. As a result, the aim of Ming Hua digital library is to provide a one-stop searching platform for users to search for and access library resources, open access resources, as well as interactivity, collaboration and e-learning for Ming Hua College. The digital library project has developed into phases based on the academic development of the College and the needs of users etc.

2.3 Digital Literacy

The development of digital literacy skills of users Information and computer literacy emerged in the early 1980s; by the late 1990s, the concept of digital literacy had also come to the fore. There is no standard definition of digital literacy. Some authors (Anderson, 2007; Covello, 2010; Matusiak, 2010) regard digital literacy as an umbrella term, with sub disciplines in information and computer literacy and the emergence of technologies such as Web 2.0. The library of the University of Illinois at Urbana-Champaign regards it as the ability to use digital technology, networks, or communication tools to locate, use, evaluate, and create information; use and

understand information in multiple formats via computers and to perform tasks effectively and apply new knowledge in a digital environment (Illinois, 2008).

Common problems of literacy skills of College Students

Previous studies, show that in terms of their literacy in these areas, college students have room for improvement including their insufficient knowledge of how to 1)identify the information needed (Flores, 2010), 2) develop search strategies and retrieve information sources (Costantion, 2003; Walraven et al., 2009), 3) become more able in higher skills for using computer software (Bataineh & Baniabdelrahman, 2005), 4) evaluate information (DiBianco, 2004), and 5)use information ethically and legally (Wang, 2007).

To find out the literacy skills level of MH library users, the adapt information ability test and surveys from Chu (2004) and Cheung et al (2011) were used. MH students including bachelor degree and Master degree students, did a test and survey on a voluntary basis when they started their studies in MH. The results show that the areas for students to improve their literacy skills are similar with the other college students in previous studies.

3. The challenges of developing MH digital library projects

The digital library project included selecting and setting up a new library management system, online library catalogue, in-house development of a library mobile website, development of a Global Classroom and provision of library workshops to equip the digital literacy skills of library users.

3.1 Library management system and online library catalogue-discovery tools

Based on the usability attributes (learnability, efficiency, memorability, errors, satisfaction), needs of the college and users, and after comparing with several vendors, MH selected a new library system package. This includes a library management system and an online library catalogue system –a discovery tool.

3.1.1 Library management system (circulation, cataloguing & acquisition)

Changing from an old system to a new library system presents several challenges. The first thing is to convert data. In the Ming Hua case, the bibliographic records and patron records are mainly in Chinese and English languages. The new and old systems are made by different companies, and also the previous library system has been used for almost 10 years; it requires some time and steps to convert data from the old system to the new system. It is necessary to ensure that converted data is completed correctly. For example, the patron records have to be correctly matched with their loan items. Also, Chinese characters need to be available for searches and display in the library catalogue and library management system.

The new library management system includes circulation, acquisition and cataloguing. Therefore, each of the modules of the functions required to be carefully considered before setting up the system with vendors. It was also important to be able to check core functions of the modules with daily work after installation of the system. For example in circulation modules, checking whether functions such as reserving a book, issuing overdue notices, courtesy notices, check in/out dates, overdue fines

accounting as well as providing opening hours and holidays of the library. And for cataloguing modules, after creating a bibliographic record, whether the records can show and search online the library catalogue – the discovery tools.

3.1.2 Online library catalogue-discovery tool (http://library.minghua.org.hk/)

MH library online system is named Didache. The word "Didache" originally comes from Greek, meaning teaching or exhortation. This system was launched in 2013. It is a one-stop search interface for discovering and accessing the Library resources including bibliographic records of printed materials and library subscribed electronic resources as well as open access resources.

One of the issues the Library has been concerned about is Chinese searching. There are two issues that can affect the searching results. One is variant Chinese Characters in that the same meaning of a Chinese word can have two Unicodes, such as 黃 (U+9EC3) vs 黄 (U+9EC4). The other issue is Chinese traditional & Chinese simplified such as 聖經 vs 圣经 (bible). To ensure the users can get the correct searching results, the library has worked on this with the vendors and other libraries have found similar problems. As a result, a Chinese mapping table with Unicode has been imported to the library system in order to improve Chinese language searching.

3.2 Mobile library website (http://library.minghua.org.hk/mobile)

To help users easily use their hand-held devices such as smartphones to access MH library resources, and the use of the online library catalogue and library services, the library mobile website was launched on 3 June 2014. We compared budgets, manpower, the advantages and disadvantages of developing apps or using a mobile version. In our case, as we have very limited manpower regarding IT officers, we felt that if the library developed mobile apps, we needed to contract out for a vendor to build apps. Also, we would need to pay both IOS and Android fees. Therefore, at this stage, our in-house built mobile library website with html5, CSS and JavaScript was developed. This helped the library to save on the budget costs to create mobile apps by vendors and users no matter if they use IOS mobile phone or Android as well as providing flexibility in management.

3.3 Global Classroom (http://gclass.minghua.org.hk/)

The Global Classroom project was launched in March 2014. This is one of the major projects of the Ming Hua College. The project is to provide an online education platform for MH faculty and students to interact with each other; and to provide live lectures and online revision for all people around the world who want to learn theological education. The Global classroom system includes two modules: online open lectures and online classes. The open lectures are open to all people to attend live open lectures by Ming Hua College and the online classroom is mainly for MH faculty and students. For open lectures, users can attend the lecture in person at Ming College or they can choose to use desktops or their handheld devices to access the live lectures at the same time.

The challenges for us in developing a global classroom were not only in selecting a suitable online classroom system and comparing several existing products in the markets; we also had to plan a global classroom program. The bigger challenge has been how to do professional video shooting and select suitable equipment, to set up the environment for live global classrooms and make careful use of budgeting. To

solve these issues, we visited other organizations[1] with similar projects and a professional movie director provided workshops for our team, about how best to make professional shooting and film live lectures.

3.4 Equipping digital literacy skills of students

Library workshops have been offered regularly to library users such as students, faculty members and college staff, This is in order to develop digital literacy of users, including guiding them on how to do citation and referencing correctly, to use the library resources, to use the one-stop library catalogue, to use IT tools and how to search for information efficiently etc. The teaching materials are in pdf and video format. Library workshops concerning use of electronic databases and information searching skills are mainly conducted by the college librarian. For some workshops, collaborative teaching is used, examples as below.

3.4.1   Plagiarism

The citing style that the College recommends is the Chicago Manual of Style's footnote. There is collaborative teaching with the academic program director and the college librarian. The academic program director provides learning skills workshops as well as information about the requirements of citation and referencing and the Chicago Manual of Style's footnote for all new students in the Ming Hua College. The librarian conducts library workshops to teach users how to use the bibliographic management tools. By using the workshops and these tools, students should be able to easily manage and carry out their work, and most importantly, avoid plagiarism in their work.

3.4.2 Use of Databases, IT tools and information searching skills

The Library workshops concerning use of electronic databases and information searching skills are mainly conducted by the college librarian. Some IT workshops such as creating a website with tools, use of Mac, Microsoft software and Photoshop is collaborative teaching with the Librarian and the computer officer. The library assistants help in preparing the teaching materials in printed and video format.

4. Results

4.1 Enhancement of the digital literacy skills of users

Feedback was obtained from workshops and meetings with library users. This includes details of an increase in the motivation and confidence of library users when using library resources, especially the electronic resources. When the students can improve their searching skills, they can get the relevant information in a short time and get more relevant results. Students are also made more aware of plagiarism as well as being able to source properly and ethically when they do their assignments or papers.

The reference questions of students are also in different patterns. The new students especially year one students, usually want to learn about the online library catalogue – the discovery tools and the use of core library electronic resources databases. When in the second semester, more students will use bibliographic management tools to help with their citation and references for the term paper. And for students who study in

---

Special thanks to SKH Li Fook Hing Secondary School

year two or above, especially final year students and faculty members, they usually seek advice on how to do advanced searches and get more resources with full-text articles.

4.2 Benefits of collaborative teaching

As a small size college with limited manpower, collaborative teaching helps to reduce the duplication of work between colleagues such as the academic program officer and the librarian both teaching about plagiarism. It can also help library assistants and the computer officer to develop teaching skills that in the long term are good for both colleagues and the college. For example, during the process of library assistants preparing teaching materials they will get more familiar with using the electronic resources. The computer officer can also be helped in learning more about the needs of users and the difficulties these users face when using the system.

4.3 Benefits of Library management system

The new library management system increased output of the daily library work in cataloguing, circulation and acquisition. Also, with the use of RFID, it can increase efficiency in circulation and stock checking.

5. Conclusion and further study

It takes time for each project of a digital library to develop, and to get users and colleagues familiar with using the digital library. For example, MH global classroom was just soft launched in March 2015. The team members are still making efforts to help users become familiar with using the system more extensively. A further study will be conducted to see how the project helps students, especially part-time students, in their learning as well as assisting teaching by the faculty members or visiting lecturers.

References

Anderson, P. (2007, February). What is Web 2.0? Ideas, technologies and implications for Education. *JISC Technology and Standards Watch,* 1-64.

Arms, W.Y. (2000). *Digital libraries.* Cambridge, MA: MIT Press.

Bataineh, R. F., & Baniabdelrahman, A. A. (2005). Jordanian EFL students' perceptions of their computer literacy. *International Journal of Education and Development Using Information and Communication Technology, 2*(2), 35-50.

Chu, K.W. (2004). Development of information search expertise of research students. Thesis (PhD.) University of Hong Kong, 2004., Hong Kong.

Cheung, H., Chu, S.K.W., Fong, N., Wong, P.T.Y. & Fung, D. (2011). *Developing multiple literacies for BSc Information Management students.* Paper presented at CITE Research Symposium 2011, The University of Hong Kong, Hong Kong.

Costantion, C. (2003). *Stakeholders' perceptions of the importance of information literacy competencies within undergraduate education* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3086813)

Covello, Stephen (2010, May 9). A Review of Digital Literacy Assessment Instruments [pdf]. Retrieved from http://idmodule.com/research-on-digital-literacy-assessment-instruments-fulltext/

DiBianco, P. (2004). Teaching information literacy skills in the age of search, click, copy, and paste. *Information Searcher, 14*(4), 1-32.

Drabenstott, K.M. (1994. February). Analytical review of the library of the future [pdf]. Council on Library Resources, Washington, D.C. Retrieved from http://deepblue.lib.umich.edu/bitstream/handle/2027.42/58006/Analytical_review_of_the_library_of_the_future.pdf?sequence=1

Flores, N. D. (2010). *Online learning communities: Enhancing the acquisition of information skills by undergraduate students of the University of Puerto Rico at Carolina* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3402939)

Illinois (2008, October 15). Digital Literacy Definition and Resources [website]. Retrieved from http://www.library.illinois.edu/diglit/definition.html

Jeng, J.H. (2006). *Usability of the digital library: An evaluation model.* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (AAT 3203382)

Leiner, Barry M. (1998).The Scope of the Digital Library : Draft Prepared for the DLib Working Group on Digital Library Metrics January 16 [website]. Retrieved from http://www.dlib.org/metrics/public/papers/dig-lib-scope.html

Lesk, Michael. (1997). *Practical Digital Libraries : Books, Bytes and Bucks.* San Francisco, California : Morgan Kaunfmann.

Matusiak, K. K. (2010). *Use of digital resources in an academic environment: A qualitative study of students' perceptions, experiences, and digital literacy skills.* (3437964 Ph.D.), The University of Wisconsin - Milwaukee, Ann Arbor. Retrieved from http://search.proquest.com/docview/822654686?accountid=14548

Mccray, A.T., & Gallagher, M.E. (2001). Principles For Digital Library Development. *Communications of the ACM, 44*(5), 48–54.

Nielsen, J. (1993). *Usability engineering*. UK: Academic Press.

Nielsen, J. (2012, January 4). Usability 101: Introduction to Usability [website]

Retrieved from http://www.nngroup.com/articles/usability-101-introduction-to-usability/

Walraven, A., Brand-Gruwel, S., & Boshuizen, H. P. A. (2009). How students evaluate information and sources when searching the World Wide Web for information. *Computers & Education, 52*(1), 234-246.

Wang, Y.M. (2007). Riding to the future- An investigation of information literacy skills of students at an Urban University as applied to the Web environment. *International Journal on E-Learning, 6(*4), 593-603.

Witten, I.H., Bainbridge, D. & Nichols, D.M. (2010). *How to Build a Digital Library* (2nd ed.). Burlington, MA: Morgan Kaufmann.

The Language of Legends: Indigenous Instructional Materials

Sherill A. Gilbas, Sorsogon State College, Philippines

Abstract

Legends are fully formed narratives that are considered recapitulations of past experiences, showcasing the identity of a people. With this concept, this research gathered, translated and analyzed said indigenous materials to uncover the identity of the people to whom the legends belong. It attempted to analyze the legends of Sorsogon City and their variants. Specifically it sought to identify the typology/classification of the legends from Sorsogon City and at the same time unravel the beliefs, traits, values, traditions and cultural practices that are reflected in the legends. It also aimed to propose instructional materials in teaching both English and literature classes out of the study of legends.

This is an interpretative type of literary criticism which involved collection, translation, description, analysis and interpretation of data gathered. The data collection and validation were done simultaneously using the parameters of Manuel's vertical and horizontal tests. The study revealed through the structural and motifemic analysis of the legends, that there are beliefs, traits, values traditions and cultural practices reflected therein. Consequently, Sorsogon City legends as authentic folkloric items emerged as valuable classroom materials to be used as spring board selections for grammar lessons or it can be used in analyzing and appreciating legends as prose narratives for a literature lesson or in lessons integrating grammar and literature.

Hence, it was recommended to undertake similar studies on legends or other prose narratives of other provinces/ regions/ nations to understand better the humanity of the people to whom the said genre belongs thereby preserving them for posterity.

Keywords: Legends, Literary Criticism, Vertical and Horizontal tests, Motifemic Analysis, Sorsogon City, Bicol Region, Philippines

iafor

The International Academic Forum
www.iafor.org

Introduction

One of the fundamental objectives of education is to perpetuate all that is desirable in our national heritage. It aims to awaken awareness and appreciation for the uniqueness of our identity as a people, and take pride in the legacy our forebearers have bequeathed. If Rizal envisioned the youth to carry on the torch of progress for the fatherland, then it is through what they learn today about the past,that will determine what they make of the future. Education must provide a panoramic view of a country's continuing saga not only by means of written history but also through oral and unrecorded indigenous practices of its people. Philippine educators are now cognizant of this growing need, that they have been encouraging "field studies" on regional literature; hence more materials on our culture should be included in the curriculum.

The researcher opines that every person should have a better understanding of his cultural heritage, its belief, customs and traditions. Thus, being a teacher, she should know the nature of the learner in order to provide concept/ideas applicable to his needs. In the same sense, the learner should also be aware of his own nature to know himself better, leading him to an understanding of his ways as well as that of others particularly those of the same community where he belongs.

Folklore, is commonly defined as the "lore of the folk; the knowledge of the people". It is a new terminology which took the place of the phrase "popular antiquities that include old beliefs, customs, superstitions and sayings of the people. It was coined in 1846 by an English antiquary William John Thomas. The different genres of folklore such as myths, epics and legends serve as a showcase depicting people's culture and tradition. Hence these genres are effective vehicles in explaining and/or validating the nature of an individual in relation to his ethnic group.

Despite the significance of such folkloric genres to our cultural identity, it is sad to note that researchers in Bicol Folklore are bothered by the dearth of published materials in indigenous lore all over the region. Not much focus is given to these folkloric items that abound in the different provinces of Bicol; particularly on Sorsogon verbal - prose tradition.

Sorsogon City, being the first and only city in the province of Sorsogon was chosen as the locale of the study because of various considerations. It is one of the seven cities in the Region V or known as Bicol Region consists of six provinces such as Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate and Sorsogon. Its geographical location presents a center of trade, commerce, industry and education. It has a rustic ambiance which combines with its rural and cosmopolitan outlook. The population of the locale is composed of Sorsoganons from other municipalities of the province as well as migrants from Bicol and other regions. They carry with them non-material components of their culture such as language, customs and traditions, beliefs, values and other forms of verbal traditions. Though legends abound in the rural-urban city of Sorsogon, very little has been done by way of collecting and compiling genre for posterity.

The researcher has decided to undertake the task to explore and uncover the vast wealth of 'legendary treasure" this study hoped to yield. This study focused on the

collected, transcribed and translated Sorsogon legends and attempted to analyze their nature, role and function to society, Specifically, it sought answers to the following: what typology/classification are drawn from the identified legends; what beliefs, traits, values, traditions and cultural practices are reflected in the legends; and what instructional materials out of the legends can be proposed in teaching English and Philippine literature?

Theoretical Background

This study was anchored on several theories on the reciprocal nature of a society's culture and literature/folklore in relation to community identity. According to Kenneth Goldstein (1964) "every society creates its own culture and literature". Maramba (1971) claims that "for while a literature disseminates itself, it simultaneously disseminates the culture behind it". The study of culture and literature prove to be beneficial if one wants to know the background of a particular society. In the local setting, Berango (1992) noted that it is incumbent upon every Bikolano to involve himself in the further retrieval or collection and study of Bikol Literature to find the roots of his abundant and meaningful culture, to explain his present dream, aspirations, heartaches and cope with worries and problems made finally to find his suitable and valuable position in the future".

Folklore, one of the oldest forms of literature is a product of culture and society. It serves as a showcase of the earliest forms of literature such as myths, legends, tales, proverbs, riddles, songs and dance forms which are transmitted from one generation to another. The different folkloric genres of Sorsogon City once collected, translated, documented, classified as folklore and analyzed according to their narrative elements uncovered some of the traits, practices, culture and traditions that the present generation should get to know and understand.

According to Bernabe, Bonifacio and Tangco (2001) It is reasonable to say that folklore, legends in particular shared by Filipinos is a vital part of Philippine culture, thus legends served both as an "integrative and substantial" part of the Sorsoganon's culture. Integrative in the sense that it is a medium that unifies and binds the members of the community in words and deeds. It is also substantial because it is the articulation of beliefs, concepts and practices that serve as identity which also promote social and cultural awareness and concern.

Materials and Methods

The primary sources of data were legends collected from the informants of the different barangays in Sorsogon City who were instrumental in the validation of said data as folkloric materials. During the collection of legends, the researcher simultaneously conducted the vertical and horizontal tests of Manuel (1967) to validate the folkloricity and authenticity of each item. The two contexts of folklore research and collection were considered- the natural and artificial context as cited and used by Segundo[1] in the methodology of her work. The said contexts were discussed by Goldstein in his book, A Guide to Field Workers on Folklore.

This paper used an interpretative type of literary criticism. It employed the content analysis under the descriptive method which aims to the objective, systematic and

qualitative description of the manifest content of communication as discussed by Aquino The collected and translated legends were classified according to types. A motifemic analysis highlighting the nature, role and function of the legend was further undertaken to determine the motifs which in turn formulate the theme/themes of the narrative.

Results and Discussions

A.Typology/Classification of Sorsogon City Legends

There were forty-three (43) identified Sorsogon City legends. For easy reference, they were presented according to classification in three categories.

Classification	Legends
First **Origin of Names of Places**	1,Abuyog; 2. Almendras-Cogon; 3. Bacon; 4. Balete; 5. Balogo; 6. Barayong; 7. Basud; 8. Bibincahan; 9. Bitan-o/Dalipay; 10. Bonga; 11. Bucalbucalan; 12. Buenavista; 13. Buhatan; 14. Burabod; 15. Capuy; 16. Caricaran; 17. Gimaloto; 18. Guinlajon; 19. Macabog; 20. Marinas; 21. Pamurayan; 22. Pangpang; 23. Panlayaan; 24. Piot; 25. Polvorista; 26. Rawis: 27. Salvacion; 28. Sampaloc; 29. San Juan (Bacon); 30. San Juan Roro (Sorsogon); 31. Sawanga; 32. Sirangan; 33. Sorsogon; 34. Sta. Lucia; 35. Sto. Domingo (Tubog); 36. Sulucan ; 37. Talisay; 38. Ticol; 39. Tugos
Second Origin of Geographical Features or Landmarks	1.Legend of Manonggol; 2. Legend of Tulong Gapo; 3. Legend of Pinakulan Island
Third **Origin of a Plant**	1.Legend of Pili

Table 1: Classificaton of Legends

The above table shows the typology or classification of legends. They are (A) Origin of Names of Place; (B) Origin of Geographical Features or Landmarks; and (C) Origin of a Plant. There were thirty-nine (39) legends under the first classification; three (3) under the second; however one of the legends could also be included under the first classification. The third classification happened to have only one legend.

Variants of the Identified Legends

Variants are versions of the same text that have some (minor) contradictions to other types but they neither carry different messages nor represent possible changes of mind on the part of the narrator and his audience. The legends have been passed on from generations by word of mouth and in the course of transmission, some details might have been omitted consciously or unconsciously while others could have been added due to the imagination or enthusiasm of the story teller, hence the presence of variants.

Each narrator or story teller has his/her own unique/individual style of narrating a story. Some are meticulous enough to include each and every detail of the narrative, while others only focus on the main point or gist of the story. The variants of the Sorsogon legends are presented in the table.

Origin of names of Places	Number of Variants	Origin of Geographical Features or Landmarks	Number of Variants	Origin of a Plant	Number of Variants
1. Abuyog- First Variant Second variant Third Variant 4. Buhatan 5. Marinas 6. Panlayaan 7. Sorsogon 8. Ticol	 3 1 1 1 1 1 1	1. Tulong Gapo	1	None	0
Total	9		1		0

Table 2: Variants of the Legends by Classification

The forty-three (43) identified legends have ten (10) variants from two out of three classifications. The first classification has six items with one variant each and another item has three (3) variants. The second classification has also one item with a variant and the third classification has only one item and no available variant.

Classification	Number of Legends	Number of Variants	Total
A. Origin of names of Places	39	9	48
B. Origin of Geographical Features or Landmarks	3	1	4
C. Origin of a Plant	1	0	1
Total	43	10	53

Table 3: Classified Legends and Variants

There is a total of fifty-three (53) identified legends of Sorsogon City categorized into three. The first classification has thirty-nine (39) legends with nine (9) variants; the second classification has three (3) legends and one (1) variant wherein onne of them could also fall under the first classification. The third classification has only one (1) legend and no available variant.

Of the three classifications of Sorsogon City legends, the greatest number are on names of places, and such have been influences by previous colonizers (Spaniards,

Japanese, Americans) who had occupied the place, mingled and familiarized themselves with the native inhabitants; as well as the local customs and traditions of the people. Likewise, miscommunication on the part of the colonizer and the local inhabitants due to language confusion also led to naming of certain places.

B. Beliefs, Traits, Values , Traditions and Cultural Practices Reflected in Legends

Legends are prose narratives classified under ancient literature. To quote Maramba
It is accepted that literature is one of the vehicles of the culture of a people and because of this, the value of ancient literature becomes manifest. As part of the expression of a people before or at least at the inception of acculturative processes, it is a pure or near pure expression of our indigenous culture.

The researcher divided the discussion into two. The first comprises the beliefs, traditions and cultural practices; and the second includes the traits and values discernible from the narratives.

1.Beliefs, Traditions and Cultural Practices

The Sorsoganons have particular beliefs, traits, positive and negative values, traditions and cultural practices that are discernible from the legends and are still observed up to the present.

(1)Belief in the presence of evil spirits- from the Legend of Brgy. Balete. People believed that the evil spirits dwelling in the three Balete trees caused sickness and death among the residents. The eventual death of Kando who himself cut the trees strengthened this belief.

(2)Belief that lightning could turn people or things into stones from the following legends; (a)Legend of Pinakulan Island (Bitan-o/Dalipay).The lovers running away from their parents were struck by lightning and their bodies were turned into stones which later became an island and in (b)the Legend of Manongo, a flash of lightning struck Mingol, the black cat and the carabao; all three of them were turned into black stones. (c) Legend of Tulong Gapo (First Variant). A boy unintentionally neglected by his parents got struck by lightning; two people trying to save him met the same fate. They were never seen again but three stones emerged in the spot where they were last seen.(d)Legend of Tulong Gapo (Second Variant).Three ladies having a swimming competition in the nearby sea vanished after a sudden downpour of rain accompanied by lightning . Later, the residents noticed three stones that surfaces in the same place where the three ladies had swam.

(3)Belief in Superstitions such as talking to a black cat on a rainy day or night would cause lightning to strike- from the Legend of Manonggol. An old woman reminded Mingol that talking to a black cat on a rainy day or night would cause lightning to strike. Mingol mocked the old woman and using his guitar sarcastically played accompaniment to the meowing of the cat. A flash of lightning hit him, the black cat and the carabao.

(4)Belief in punishment by the Supreme being in the event that children disobey their parents –from the following legends;(a)Legend of Pinakulan Island (Bitano/Dalipay)Dalipay eloped with Bitano whom her parents disliked. The lovers were hit by lightning and were turned into stones. Later, the stones became an island. (b)Legend of Pili. A woman was cast off by her family when she continued having a relationship with the man of her choice. They ran away from home and lived afar from their family. The woman gave birth to an extremely ugly child who nevertheless, was kind and helpful to her parents.

(5)Belief in Miraculous Deeds of Patron Saints from the two legends: (a) Legend of Brgy. Sta Lucia. A blind woman named Romana Beltran regained her eyesight after initiating a novena in honor of a saint, who was Lucia. (b) Legend of Brgy. Salvacion

Residents claimed that the chapel of their patron saint had always been seen illuminated during the night although there was no source of light.

(5) Belief in the effect of a curse- from the Legend of PiliThe severed head of an old man cursed the unborn child of the man who beheaded him. The child was born very ugly and physically despicable.

(6) The tradition of Bayanihan from the following legends: (a)Legend of Abuyog (Fourth Variant). The name of the place was derived Sfrom the cooperative effort of the residents in any undertaking that was called *bonyog or bayanihan.*. (b)Legend of Brgy. Buhatan (First and Second Variant). The place was called Buhatan because of the frequent transferring of the barangay chapel. This was done through *bayanihan* or the concerted efforts of the residents.

(7)The Celebration of the Feast of Saints-from the legend of Brgy. San Juan (Roro).The barangay celebrates its feast day every twenty-fourth of June in honor of their patron saint, St. Joseph de Baptist.

(8)The practice of serenading a woman as a way of showing affection- from the Legend of Manonggol . Mingol serenaded Viring but after rendering several songs, Viring's windows remained closed. It was only when rain fell and Viring pitied Mingol that she finally asked him in. She then sang songs in reply to Mingol's.

(9)The practice of using fireworks during fiesta and merry-making activities- from the Legend of Brgy. Polvorista. The barangay' name was derived from *polvora* the materials used in making fireworks, common during merry making or festivals.

2.Traits and Values

Both positive and negative traits and values of the people from the community where said legends originated were also taken into account.

Positive	Negative
1.Bravery/Courage	1.Envy
2.Friendliness	2. Impulsiveness
3.Generosity	3.Disobedience
4.Religiosity	4.Lack of Respect for Elders
5.Assertiveness/fighting for one's right	5. Ignorance or lack of education
6.Unity	

Table 4: Positive and Negative Traits and Values

Of the six (6) reflected positive values, religiosity was revealed in five (5) legends. This trait/values was considered the most common among others. Bravery/courage stand second in the number of legends where this trait was reflected. Generosity, assertiveness and unity were in two (2) legends and friendliness is the trait reflected only in one.

Based from the number of legends where the above-mentioned traits and values where reflected, it can be deduced that Bicolanos, Sorsogagon in particular are indeed religious. They are also brave and courageous whenever the situation calls for it.

In terms of negative traits and values, lack of education was depicted in five (5) legends, mostly from the naming of places due to language confusion between the inhabitant and colonizer. Disobedience to parents was also reflected in four (4) legends where it can be traced from the old tradition that daughters should follow their parents' choice of husband. There were four (4) narratives reflecting envy and lack of respect and another legend that revealed impulsiveness of the characters.

It can be figured out from the discussion that lack of education and disobedience were the most common negative traits deduced from the narratives. However, although they have been considered as negative, it can be inferred that it was only because of the situation/condition stated in the story. Lack of education/ignorance is not an innate character of a person. The characters involved in the items where this trait was exhibited were only victims of circumstances. Similarly, disobedience was mostly displayed by characters who are daughters arranged to marry men, who are chosen by their parents.

C.Instructional Material Integrating the Legend

Legends are prose narratives regarded as true by the narrator and his audience. It is set in a period less remote when the world was such as it is today, and present a human situation from which a problem arises or is presented followed by its consequences or outcome. They also serve as a showcase and vehicles of the culture and identity of a people, as part of the expression through language. They function as basic to social tradition, which contribute part of the social heritage, or the "living mirrors of the past".

Sorsogon City legends as authentic folkloric items can be valuable classroom materials to be used as spring board selections for grammar lessons; to be used in analyzing and appreciating legends as prose narratives for a literature lesson or in lessons integrating grammar and literature.

Conclusion

Based on the aforementioned findings, the researcher came up with the following conclusions (1) The typology drawn from the legends of Sorsogon City include origin of names of places, origin of geographical features or landmarks and origin of a plant; (2) There are ten variants from the total number of collected legends. Nine from origin of names of places and one from origin of geographical features or landmarks. Six beliefs such as presence of evil spirits, lightning turning people or things into stone, superstition, punishment by the Supreme Being, miraculous deeds of saints; and effect of curses were gleaned from the motifemes. Likewise, the tradition of *Bayanihan;* the celebration of patron saints; the practice of serenading a woman; and using fireworks during fiesta or merry making activities were other evident practices revealed. Six positive and five negative traits were also reflected from said legends. Local legends can also be used as instructional materials in teaching.

Recommendations

The researcher recommends the following on the basis of the preceding conclusions: (1) Undertake similar studies on legends or other prose narratives of other provinces/regions and even other nation to understand better the humanity of the people to whom these prose narratives belong; and for comparative studies with other places having the same folkloric genre; (2) Include local legends and other types of prose narratives in the study of Bicol literature and introduce various folkloric methods of analysis according to the specific indigenous genre; (3) Incorporate Sorsogon prose narratives particularly legends into the curriculum of Philippine Literature subjects in different schools of Sorsogon Province; (4) Initiate compilations and publications of other types of Sorsogon prose narratives and of other provinces and region for posterity; and (5) Use the reflected traits and values from the local legends to enhance/develop , enrich or re direct the present generation's way of life.

References

Aquino,G.V (1977). Quezon City Philippines, Alemar-Phoenix Publishing House, Philippines.

Bernabe, Bonifacio and Tangco,(2001) :*Social Science Information, A Special Issue on Folklore: UP Folklorist Series*, Vol. No. 1 June-July.

Berango,M.C.(1992) "Bikol Dramma in English as a Vehicle for Teaching Social Awareness". (Unpublished Master's Thesis, BUGS, Legaspi City, Philippines.

Goldstein,K. (1964) *A Guide for Field Workers in Folklore*,: Hatboro: Folklore Associate.

Manuel,A. (1967) "The Study of Philippine Folklore" in Brown Heritage, Antonio Manuel ed. , Quezon City, Ateneo De Manila University Press, Manila.

Maramba,A.D.ed.(1971) *Early Philippine Literature from Ancient Times to 1940* ; Malabon, Manila, Philippines.

Segundo,M.A. (1988) "A Study of Daraga, Albay, Folksong: A Functional Approach", UST, Manila, Philippines.
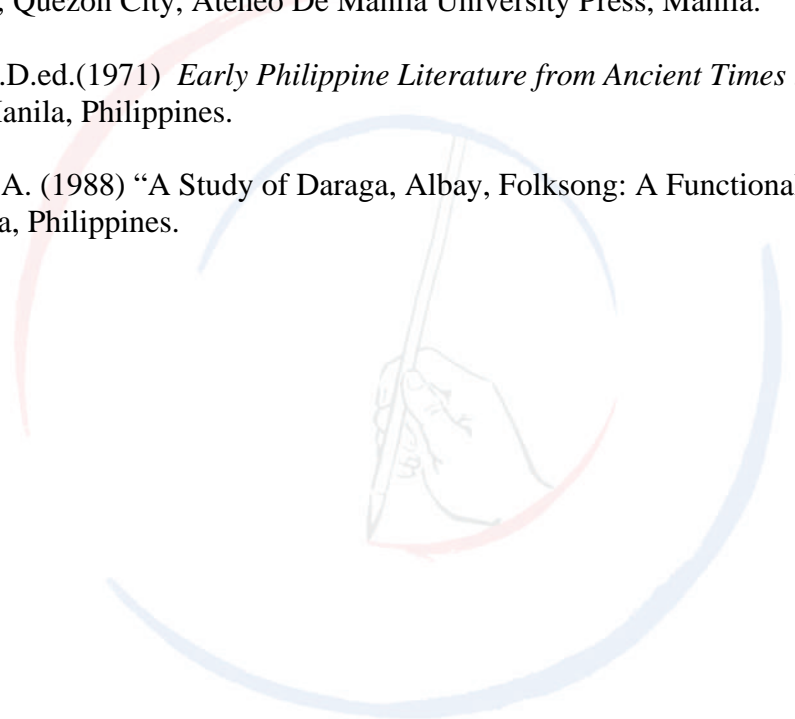
Fantasy Versus Authenticity in Doris Lessing's the Fifth Child

Arvind Kumar Sharma, AlJouf University, Kingdom of Saudi Arabia

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Doris Lessing, the Nobel Laureate, is known as one of the most prominent British novelists. Adorned with many achievements she focuses on the identity as a major issue though here both the protagonists (Harriet and David) fail to build their own identity. The aim of this paper is to show the importance of dreams or fantasies in our practical life. In *The Fifth Child* the novelist has merged reality and imagination altogether. David and Harriet have fantasy or earlier dreams to have a big (traditional) family.

Though in the era of sixties the bulk of society had changed its mind in relation to women and the family but Harriet and David neglect the drawbacks of a big family. And they also feel good with their family until they get the fifth child, Ben, who is abnormal. Even with the pregnancy of Ben Harriet feels much trouble and unnatural. Due to this child the relation between Harriet and David becomes bitter and troublesome. They feel the reality of life that is quite different from their imagination. Ben is sent to an orphanage but Harriet takes him back to home that is more problematic. Neither of the parents can love Ben because they are afraid of him and his monstrous activities. Thus this paper relates subconscious state of mind to the consciousness through the fantasies or dreams.

Keywords- Fantasies, reality, unnatural, drawbacks, abnormal, problematic, sub consciousness, identity, consciousness.

Introduction

Doris May Lessing, the Nobel Laureate, is a British novelist, poet, playwright, librettist, biographer and short story writer. The Nobel Prize in Literature 2007 was awarded to Doris Lessing "that epicist of the female experience, who with scepticism, fire and visionary power has subjected a divided civilization to scrutiny"[1]. Lessing was the eleventh woman and the oldest person to ever receive the Nobel Prize in Literature. Born on 22 October 1919, in Kermanshah, Iran, (then known as Persia), was the daughter of Captain Alfred Tayler and Emily Maude Tayler, who were both English and of British nationality. Adorned with 'David Cohen Prize' (2001) for a lifetime's achievement in British Literature, Lessing was ranked fifth by *The Times* (2008) on a list of "The 50 greatest British writers since 1945".[2]

Educated at the Dominican Convent High School, a Roma Catholic convent all-girls school in Salisbury, Lessing left school at the age of 14, and was self-educated from then on; she left home at 15 and worked as a nursemaid. She started reading material that her employer gave her on politics and sociology and began writing around this time. In 1937, Lessing moved to Salisbury to work as a telephone operator, and she soon married her first husband, Frank Wisdom, with whom she had two children (John and Jean), before the marriage ended in 1943.

After her first divorce and many ups and downs of the life when Lessing fled to London to pursue her writing career and communist beliefs, she left two toddlers with their father in South Africa and took the another one, who was from her second marriage, with her. As a writer and as a mother she expresses her experiences: "For a long time I felt I had done a very brave thing. There is nothing more boring for an intelligent woman than to spend endless amounts of time with small children. I felt I wasn't the best person to bring them up. I would have ended up an alcoholic or a frustrated intellectual like my mother."[3] It is her matchless effort in writing that has made her reach to the crest of popularity and she has made a deep and permanent place in the hearts of her readers.

Aim of Writing

The aim of this paper is to show the importance of dreams and fantasies in our practical life. Obviously these qualities are considered as the state of subconscious mind but they are related to one's consciousness or practical life- directly or indirectly. Dreams or fantasies capture one's mind so effectively that his life can move in any direction, positive or negative. "With a few symbols a dream can define the whole of one's life, and warn us of the future, too."[4]

Fantasizing about another person may seem like a harmless indulgence, but in self-case it actually draws us closer to temptation and can increase the risk of being unfaithful. In the same way that dwelling on worries and possible catastrophes fuels anxiety and makes fears more vivid, immersion in fantasy can enhance, rather than quench, our longings. Dreaming provides a familiar example of how imagination has the power to cross the line and blend into real life. We all can relate to having an intense dream about someone, and finding the feelings from the dream temporarily spilling into our waking experience.

Doris Lessing is known much expert in using traditional narrative methods such as tales and fables as a creative vehicle to examine the states of consciousness of the human soul. Through the use of all these fantastic elements, she empowers several of her novels, such as *The Fifth Child* (1988), with a dreamlike atmosphere in which reality and imagination merge altogether. If dreams can define one's entire life, they also provide the clues to one's own identity, illuminating areas that the person does not have access to in conscious life. Identity is a major issue in the novels of Doris Lessing, especially those dealing with female protagonists trying to define their own selves amongst the different roles they perform in life. The subconscious, through dreams and imagination, plays an important part in this quest, since a person's identity is built up by both conscious factors and subconscious forces.

The Fifth Child- **Failure of Identity**

Doris Lessing's *The Fifth Child* can be read as a valid representation of a failure in the construction of identity; the novel dramatizes the way in which the dreams and fantasies of the subconscious can destroy or fatally interrupt the identity-building process. *The Fifth Child*, which is described by Jones in the *New York Review of Books* as "a horror story of maternity and the nightmare of social collapse"[5], combines dreaming, imagination and a sense of female identity which is endangered and comes close to disappearing. Here in this novel both the protagonists (Harriet and David) fail to build their own identity. A closer look into *The Fifth Child* and its multi-layered treatment of identity as a form of troubled self-creation will help us to appreciate its integral role in the Lessing canon.

Although a novel that focuses on the woman's perspective does not automatically make it a feminist novel, the representation of Harriet can be related to a feminist point of view. For example, by the narrator focusing on Harriet and her development throughout the book the reader learns about her background, her goals in life and her every thought and emotion. Writing some years prior to the publication of *The Fifth Child,* Holmquist explains that there is a "new feminist movement which focuses on social and psychological pressures experienced by women in the nuclear family, rather than the legal aspect of marriage as … the old feminists did."[6] Evidently, this is exactly what the narrator does by narrating through Harriet's experiences.

She faces social pressure by wanting the traditional family and not what her friends want. And she faces psychological pressure during her pregnancy with Ben, when she is questioned by the people around her because she believes that there is something wrong with the baby. Although describing how the birth of Ben affects the family on its whole, the novel strictly focuses on how Harriet experiences it. The reader sees the downfall of the family through her eyes, and gains knowledge only of how Harriet's psyche is affected throughout the story.

Harriet, the protagonist, desires to fulfill an act of creation and the construction of narrative form; she aims to build a family with both factual and imaginary components, shaping her life according to her own perception of how she desires it to be. Harriet's creation of her identity works in two different directions: first, she willfully bears five children according to her idealized vision of traditional family life and to her dreams of motherhood. Imagination is very powerful all throughout this process since her family (and more precisely her fifth child Ben) seem to become

in reality what she has previously experienced in the form of dreams, nightmares and fantasy. Secondly, when her imagination seems to escape her control, going far beyond her will and leading her life close to chaos, Ben's dependence on her will confine her to an exclusively maternal role which will contain the darkest, most negative aspects of motherhood.

Fantasy of a big family

Harriet's supposed maternal instinct is soon fulfilled though it was their fantasy or earlier dream to have a big family and her first four pregnancies run happily. Family life becomes increasingly stressful but Harriet does not change her mind due to former fantasy. She pretends that she will not give in to the mainstream ideas of modern society and adds, "This is what everyone wants, really, but we've been brainwashed out of it. People want to live like this, really."(27).This opinion places her among the last survivors of the previous and more traditional ideology on motherhood, because, in an era of sixties, the bulk of society had changed its mind in relation to women and the family. As a result, both Harriet and David outstandingly try to deny the drawbacks of a big family by using fantasy again:

Often, when David and Harriet lay face to face, it seemed that doors in their breasts flew open, and what poured out was an intensity of relief, of thankfulness, that still astonished them both: patience for what seemed now such a very long time had not been easy, after all. It had been hard preserving their belief in themselves when the spirit of the times, the greedy and selfish sixties, had been so ready to condemn them, to isolate, to diminish their best selves. (21)

Harriet has fully acquired her identity as a mother. Her work for the family, gives her a solid maternal authority. Acting maternally, breastfeeding each new baby, talking about motherhood in terms of happiness, promoting family unity and calling it a miracle, allowing children into bed to cuddle and play games, Harriet performs all the positive aspects: maternity, femininity, wisdom, spirituality beyond understanding, goodness, protection, nurturance, growth, fertility and the like.

Harriet's fifth pregnancy is not planned and she soon discovers that something is abnormal or out of the ordinary. Harriet´s self-creation reaches a dramatic moment of crisis with the unplanned arrival of Ben, the fifth child, though she has achieved the balance between dream and reality. Unlike her previous pregnancies this one makes her temperamental and irritable, and the pain from the movements of the baby causes her to believe that it is an unusual baby she is carrying.

The mother's attitude towards this fifth pregnancy is totally different as she thinks of the foetus like a monster or non-human. The only thing helping her to cope with her day without being paralyzed by the pain in her stomach are painkillers. She feels ashamed of the quantity she feels is necessary to use to sooth the foetus and does not want to tell David about it. Though they are both eager to preserve the ideal marriage, for Harriet keeping this a secret is vital because she does not want David to condemn her for not being able to handle her pregnancy when it is to be seen as a blessing contributing to their dream. Aspects of motherhood more closely related to the secret, the hidden, shadows, abyss, death or fear are brought about by her own comments like "the enemy ... this savage thing inside her… it woke with a heave and

a stretch that made her feel sick."(40-41) This time it was her bitter experience but due to her liability she had to bear. By her constant daydreaming, she imagines,

…pathetic, botched creatures, horribly real to her, the products of a Great Dane or a borzoi with a little spaniel; a lion and a dog; a great cart horse and a little donkey; a tiger and a goat. Sometimes she believed hooves were cutting her tender inside flesh, sometimes claws. (41).

Reality- adverse to fantasy

Her uneasiness due to this fifth pregnancy irritates her mentally rather than physically. It contrasts strongly with the pleasures of her previous pregnancies, which she had lived as experiences of joy and eager anticipation, as her ideals dictated. Absorbed by her own fantasy, which is at its peak at night-time, Harriet isolates herself. Thus, with Ben's birth and childhood, an important inner change is on the verge of taking place in Harriet´s process of self-construction.

Harriet's identity crisis reaches its peak when she starts wondering whether Ben recognizes her as his mother at all, since for her he has always been an outsider, even inside her own womb. From this point onwards, her own destruction follows, precisely because she had defined herself in terms of the mother category. Harriet becomes the only parent to Ben, since David avoids this responsibility and concentrates on taking care of the other children. Trapped in the role that she had chosen so many years before, she falls into a sense of non-transcendence, of lacking a real project and of feeling the impossibility of exercising her own freedom. Being an extreme case of this kind of immanence, Harriet is not even free to choose to live through her children's lives.

Changes in behavior

David's behavior as a father and the reasons behind his actions must be considered here to know his part or his identity. In the beginning of their marriage, and after the birth of their first child, David is described as a loving and caring father and husband:

When David went off to catch his train to London in the mornings, Harriet was sitting up in bed feeding the baby, and drinking the tea David had brought her. When he bent to kiss her goodbye, and stroked Luke's head, it was with a fierce possessiveness that Harriet liked and understood, for it was not herself being possessed, or the baby, but happiness. Hers and his. (17-18).

Although Harriet and David are traditionalists and the roles of breadwinner versus stay-at-home mother in a sense are applied by them they both want to participate in the caring of their children. David does not want to become a man who only focuses on his career and thereby neglects his family: His dream is to raise his children the best way he can, by being there for them emotionally, supporting them in life and hopefully by being able to fund their education.

Even with Harriet's fifth pregnancy for Ben, David's behavior changes a lot. One of the most essential aspects is that there is no real relationship between David and Ben, other than the fact that they live in the same house. An interesting fact to keep in

mind is the behavior of Harriet during her pregnancy and how this can affect David. As mentioned, she sees the baby as a monster and often speaks of her worries with David, explaining how she will not be able to endure nine months in the same condition. By transferring her concerns to him, without him being able to relate to her feelings, it is possible that he feels intimidated and does not know how to act. Previously David was so sensitive and sensible for Harriet that he was the part of her emotions and feelings but now his behavior is totally changed.

At night, David heard her moan, or whimper, but now he did not offer comfort, for it seemed that these days she did not find his arms around her any help.…He had stopped putting his hand on her stomach, in the old companionable way, for what he felt there was beyond what he could manage with.(39).

The major turning point of events concerning David's role as a father is when Harriet decides to bring back Ben from the institution he has been sent to. For David this is a tremendous betrayal, since the choice was made by Harriet without consulting him. David understands that nothing good will come from Ben's return and starts to work even more, not because to earn more money but to escape from home. So what causes this strong reaction in David? Not only is he concerned about the children's reactions and eventually their future, but considering his traditional values one possible explanation is the fact that by Harriet bringing back Ben, and not sticking to David's decision to send him away, she defies his authority. Holmquist discusses authority in the relationship between man and woman from a feminist point of view, and states that;

When the male sex role is confronted with the female in the interaction between the sexes a form of parent-child relationship is established.… This interaction which may at first sight seem complementary involves a hierarchy in that the male sex role behaviour implies control of the woman, whereas her function signifies adjustment to and support of the man. .… The man … dominates while the woman is subservient.[7]

The Artistic Creation in the novel

The Fifth Child includes the two modes of artistic creation- psychological mode and visionary mode. The former mode deals with the materials from human consciousness that constitute the conscious life of a man (lessons of life, emotional shocks, crises and the like). The later mode includes materials unfamiliar, obscure, beyond human understanding, originating in dreams, night-time fears and the darkest side of our mind. *The Fifth Child* includes both modes since there is a realistic side to it, corresponding to the factual life of the family; yet, the visionary mode seems prevalent through the arrival of the fifth child and the sense of fatalism related to him.

The central issue in *The Fifth Child* is the behavior of Ben, the fifth child and nourishment by his mother who cannot love her son because she is afraid of him. In this situation we wonder whether there is anything really wrong with the child or the woman is deluded. Several comments on the part of doctors and specialists posit that Ben is "A normal healthy fine baby" (51), and "there's obviously nothing much wrong with him" (55) or that "he's a hyperactive child" (63). This makes Harriet furious as she seeks confirmation of Ben's abnormality by the medical profession.

Contrarily, she is believed to be the one who has the problem; her belief in Ben's monstrosity is kept inside the private family circle where the question, "What was he?" (67) is constantly repeated. Only Harriet's mother gives readers a hint that the degree of Ben's unusual nature may depend, to a large extent, on the family's parameters:

"He may be normal for what he is. But he is not normal for what we are" (65). With this fact we realize that it is not only reality and fantasy that merge and blur, but also concepts of normality and abnormality. There is certainly something grotesque in Ben, but this condition springs from his mother´s early non-acceptance of him and of her subsequent fantasies. Ben may be exceptional, but Harriet enhances his faults and causes his peculiarities to be taken negatively. As a result, everybody sees him as fearful, he is called names as "the nasty little brute" (54) and treated without any love or tenderness. As we see real emotion and goodness in the character, we must conclude that his past brutal attitude and alienation were the result of his experience of the family as a hostile context of hatred and rejection, and of Harriet's failure as a mother.

In a remarkable moment towards the end of the novel, Harriet mentions the other children she had planned to have, as if her dream was still possible. Instead of this, disintegration of the family unit is what she gets: all its members are scattered as the grown-up children impose their will to go to boarding schools and stay with grandparents for the holidays and weekends. The youngest of the so-called "real" children, Paul, needs professional help as a result of his mother's absence, and he spends the majority of his time at the psychiatrist's home, in order to find company and comfort there. Meanwhile, Ben has already joined the gang that keeps him out of the house for hours. Eventually, after years of childrearing and care, Harriet begins to stay alone at home for hours at a time. Harriet and David are distant from each other and they have to rely on imagination again, simply to be able to feel how "the ghosts of young Harriet and young David entwined and kissed" (112).

Ben gives Harriet a taste of her own medicine. In the same way as she has provided the child with a monstrous identity, Ben begins to change her assumed self as "Good Mother into that of the phantom mother postulated by Jungian psychoanalysis (that is, the image of the dreaded mother who is omnipotent since she gives life and can control it). Ben will not die because his mother is determined to make him survive."[8] Other aspects of the phantom mother are brought to light by Harriet´s other children, such as the fear of being denied the most primary needs and being abandoned, which is announced by little Jane when Ben was taken to the institution: "Are you going to send us away, too?" (p.76). Luke, Helen, Jane and Paul have to deal with their mother's absence, these children will forever long for the mother which they feel to be absent, a lost object of which they were a part long ago, in their very early childhood.

In the concluding section of the novel, Harriet feels like the destroyer of the family for having rescued Ben from death. She is trapped in an eternal sense of guilt which now works in two directions: both for having taken Ben to an institution in the first place, and for having taken him back to the family. After the destruction of her entire life's work, she believes that she has been punished for her idealistic plans and for having decided that she and her family would be happy; but this is once more a

product of her imagination, which rules her life until the end. Even when reality is at its worst, she takes refuge in fantasy. It is the worst situation in the sense to sell the house for Paul to get him admitted in a boarding school. Though David and Harriet are determined not to sell it but Molly (David's mother) says, "Surely it is time you sold this house … then my son can stop killing himself working too hard for you." (119) Harriet is reluctant to sell the big house simply because, as David puts it, "she could not finally give up her dreams of the old life coming back" (119).

Conclusion

The exploration of imagination and dreaming as factors configuring female identity is a common characteristic in Lessing's canon. Like her other novels in *The Fifth Child* we are shown how imagination actually creates an identity. The main contribution of *The Fifth Child* in Lessing's work is the merging of reality and imagination in the novel and in the subjectivity of the protagonist. By doing this, Lessing is crossing literary boundaries and achieving a literary mode that stands between two forms of fiction: "the mimetic and the marvellous. The novel successfully manages to blur the limits between the two and make a serious statement about the projection of fantasies over reality."[9]

In conclusion, *The Fifth Child* can be viewed as a representation of a collapse in the creation of identity: instead of integrating the subconscious into conscious life, the protagonist's imagination dominates, and ultimately erases, the reality around her. The novel ends with Harriet's vision of Ben's future life, as he finally takes leave of her: this is another dreamlike vision in which Harriet foresees her roles as a mere spectator following her son's comings and goings, thus condemning herself to living vicariously, through Ben's life.

References

The quotations, in the body text of the paper mentioned in parentheses, have been taken from the book:

Lessing, Doris, *The Fifth Child,* Alfred A. Knopf, New York, 1ˢᵗ edition, 1988.

[1] "The Nobel Prize in Literature 2007". *Nobelprize.org.* Nobel Media.

http://www.nobelprize.org/nobel_prizes/literature/laureates/2007/index.html
[2] (5 January 2008). *The 50 greatest British writers since 1945,. The Times.* Retrieved on 25 April 2011.

[3] Lowering the Bar. When bad mothers give us hope, Newsweek, article 6 May 2010. Retrieved 9 May 2010.

[4] Raskin, Jonah. "Doris Lessing at Stony Brook: an interview by Jonah Raskin." Paul (ed). *Doris Lessing. A Small Personal Voice.* Ed. Paul Schlueter. London: Flamingo, 1994. P. 71.

[5] Jones, D.A.N. "Alien." Rev. of *The Fifth Child*, by Doris Lessing. The *New York Review of Books.* 30 June 1988: p. 30-31.

[6] Holmquist, Ingrid. *From Society to Nature: a Study of Doris Lessing's* Children of Violence. Göteborg: Acta Universitatis Gothoburgensis, 1980. P. 205.

[7] Holmquist, Ingrid. *From Society to Nature: a Study of Doris Lessing's* Children of Violence. Göteborg: Acta Universitatis Gothoburgensis, 1980. P. 66.

[8] Velasco, Sara. "La Maternidad en el Psicoanálisis. Encuentros y Desencuentros." *Discursos Teóricos en torno a la(s) Maternidad(es). Una Visión Integradora.* Ed. Silvia Caporale Bizzini. Madrid: Entinema, 2004. P. 136.

[9] Rubenstein, Roberta. "Doris Lessing's Fantastic Children." *Doris Lessing. Border Crossings.* Eds. Alice Ridout and Susan Watkins. London: Continuum: 2009. P. 61-62.

Contact Email: arvind.8872@gmail.com

Knock it Out of Them': The Matter and Meaning of Stone

Anne-Kathrin Wielgosz, Walsh University, USA

Abstract

"'knock it out of them': The Matter and Meaning of Stone" works out the force of stone as inscribed in three interrelated German Romantic texts that speak the language of hardness to tell tales of petrification. They are Novalis' "Henry von Ofterdingen" (1802), Ludwig Tieck's "The Runenberg" (1804), and E.T.A. Hoffmann's "The Mines at Falun" (1819). While Novalis lays out stones like the syntax of an ur-language, and Tieck likens a tablet of precious stones to runes, it takes Hoffmann to drive the search for a record-engraved jewel down into a mine, where the substance of stone best reveals itself: deep, dense, impenetrable. These qualities suggest that there exists between stone and writing a likeness, a kinship, in the twining of matter and meaning.

Keywords: European Literature

iafor

The International Academic Forum

www.iafor.org

Introduction

Stones do not move of their own volition. They rest in "the depth of [their]…being" (Tieck, n.d., p. 75), have "density," "impenetrability," and "permanence" chiseled onto their surface and hold inside the promise "to remain…unaffected…by blows" (Bachelard, 2002, p. 157). Stones are epic, and "their cold looks" (Tieck, n.d., p. 75) tell tales of petrification. In 1802, Novalis wrote in <u>The Novices of Sais</u> "Whether anyone has ever understood the stones…I do not know…so rare [is] an understanding of the stone world; [it] cover[s] the sensitive beholder with a rind of stone that seems to grow inward" (p. 91), and so it does. Before long, dead matter accumulates: first encrusts the heart, then permeates the will and, in doing so, "teach[es] us the language of hardness" (Bachelard, 2002, p. 158). In Ludwig Tieck's "The Runenberg" (1804), Christian first hears his father tell of rocks and "mountains, where he had traveled in his youth…and there immediately awakened in [him] an overpowering urge, a feeling that [he] had now found the way of life meant for [him]" (p.84), and he reads "[i]n a book…an account of the nearest large range of mountains…and…laid [his] travel plans accordingly" (p. 84). The flatlands recede soon enough, but Christian is lead ever deeper into the Runenberg ("rune mountain").

"[T]he cliffs grew steeper, the verdure disappeared, the bare mountainsides called to him as though in angry tones, and the wind drove him before it with a lonely moan" (p. 86). With no vegetation to hold on to, Christian has to lean into the rock to keep from falling, though he himself had only just unearthed a plant and done so "[u]nthinkingly" (p. 83). "[H]e pulled a projecting root from the earth and started in sudden fright to hear in the ground a dull moaning, protracted subterraneously in piteous tones, which died mournfully away in the far distance. This tone penetrated his inmost heart, it seized him as though he had unwittingly touched the wound of which the moribund body of nature was painfully expiring" (p. 83). Christian had pulled out of the earth the homunculus-like root of a mandrake, and it cried out from the injury. "Alraunwurzel," or "murmuring root," is the German for "mandrake." Its name invests the plant not just with power of expression. Tieck writes the word into his text as "Alrunenwurzel," substituting "raun" ("murmur") with "runen" ("runes"), the mysterious letters of the Old-Norse alphabet, to this day preserved as inscriptions on rune stones.

Body

In a way, the Alraune is Christian himself: a youth uprooted from his homeland and in search of meaning in the mountains. Indeed, during the moon-lit night, a text is handed him outside the castle ruins on the peak of rune mountain: "a tablet blazing with inlaid stones, rubies, diamonds, and all kinds of jewels….With its various lines and colors the tablet seemed to form some strange, incomprehensible pattern" (p. 87-88). It is magnificent, of course, but lost as soon as found and its message never settled. Later, memory flickers when, transmuted, it reappears as the money left to Christian by the stranger, after whose departure he nightly "busied himself with it a great deal….counting the gold pieces with utmost zeal" (p. 93-94), until he must account for his behavior and reveals that the metal "'tries to whisper words of love in my ear….When I touch it with my fingers, it grows redder and more splendid for joy. See for yourself its glow of rapture'" (p. 94). The father can do no more than scold his son: "'savage stones…have deranged your mind and planted in you this devastating

hunger for metals'" (p. 96). Despite of what is plain to see, Tieck never drives his tale of metals underground but stops it short above, at the entrance of an abandoned mine shaft. It is E.T.A. Hoffmann who, in "The Mines at Falun" (1819), sends his protagonist Elis Fröbom down into the subterranean world: to behold a dream garden with "plants of flashing metal" (p. 317) or "strange metallic flowers" (p. 318) and to retrieve a jewel meant for a wedding gift, because "'[d]own in the mine there lies, encased in metals…the pink sparkling almandine on which is engraved the record of [Elis' and Ulla's] life'" (p. 335). Metal runs through the stone, and Elis sets to mine it. Though torn and with a disquieting sense of foreboding, he implores old Torbern "'It is down there that my treasure lies, my life, my all….Climb down with me, show me the richest veins and I will dig and bore and labour and behold the light of day no more!'" (p. 331). The primeval world of rocks below his feet no longer presents itself as a mountainous cave to explore but opens up before him as a "smouldering crater" (p. 326), an "enormous" (p. 321) wound of violence in an uprooted landscape, and from then on the miners' invasion of the earth comes with great burden and at high risk…but matter calls.

Gaston Bachelard recognized the geological "fecundity of mines" (p. 188) but also that "[m]etal is the reward of a dream of brutal power" (p. 182). Notice the distance between here and there: In Novalis' Henry von Ofterdingen (1802), Bildungsroman and travelogue, a miner tells Henry's company of the "wondrous architecture that has so strangely founded and paneled our earth" (p. 86), of the miner's "quiet reverence" (p. 65) for his work and "diligen[t] and constant watchfulness" (p. 71) over his world. The novices, as well, "went down into caverns" (p. 7) to explore "how the earth was built" (p. 7). They follow the summons of their teacher in a romanticized scholarly pursuit, and this is only natural: when intent on uncovering harmonies, lift the veil that prevents you seeing them. By contrast, the golden veil in "The Runenberg" is not for Christian to lift; rather, only because he is caught under its spell does he follow the incitement of the old woman of the woods and then forever disappears. "'Marvelous, immeasurable treasures…there must be in the depth of the earth. O, to find them, raise them, take them for oneself! O, to press the earth to one's bosom like a beloved bride until she gladly yields her most precious possessions in love and trembling'" (p. 98-99).

When depth drives desire, the need for descent is more than obvious; it is necessary. And when "[a]fter a number of hours and great effort the father succeeded in reaching the abandoned shaft[,] he saw footprints impressed…at the entrance and turned back weeping" (p. 99), because he knows better than to follow them. Elis is the one who climbs into the mine at Falun, and when he does, you feel the temperature drop: "no blade of grass grew in the barren rocky chasm, but jagged cliffs and boulders towered up in strange forms, some like gigantic animals turned to stone, some like colossal humans. In the abyss there lay in wild profusion rocks, slag, burnt-up ore" (p. 312). In Novalis and Tieck, mines are "treasure-houses" (Hoffmann, 1982, p. 316), certainly, but in Hoffmann, the mine takes on a technical quality, becomes a depository to be quarried, a burrow that, "for the sake of vile profit" (p. 316), projects down so much farther, and dangerously so. Regardless, Elis never lets go "the subterranean realm of metals and precious stones" (p. 333).

He is not the first. The novices, too, "gathered stones…and arranged them in rows of many different kinds" (p. 7). One student, especially, was singled out and returned

from an excursion "carrying a humble little stone…and laid [it] in an empty space among other stones, where many rows came together like spokes" (p. 13). Collectively, they formed more than a "great cipher" (p. 3) but a measured syntax, a tempered grammar…as if of Sanskrit. Stones are the ur-language, and for Christian it resounds in the "plaints" (p. 83) of nature everywhere, in earth, water, or wind: "'I understand the[ir] sighs and moans….They are the living corpses of earlier magnificent worlds of stone'" (p. 96) he tells his father. It is what he had learned from the mandrake, the murmuring Alraune, but its second self, the Alrune, tells of an affinity between stone and writing, an understanding that rocks are runes, indeed, that the mountain will answer to the name "rune."

It is here that Christian first received the bejeweled tablet, and its script had already marked him before he "ran his fingers over the pattern, which at once passed over invisibly into him" (p. 88); when he "held it in his hands" (p. 97) a second time, "[t]he figure and the gay gleams pressed in upon his senses with instant power" (p. 97). Can this be called reading? Perhaps not, but the father emphatically declares the pattern an inscription: "'Throw this writing away, it makes you cold and cruel, it is bound to petrify your heart'" (p. 98) he warns his son, and he may well be right if what exists between stone and writing is a likeness, a kinship. Elis had long since joined the family of miner Pehrson Dahlsjö, but before his wedding, he "ceased to speak of the subterranean realm at all" (p. 335), as though he had filled his mouth with rubble and descended into a place where human language no longer covers. He trembles that the almandine may see "the light of day" (p. 335), but a landslide swallows them both on the morning of the wedding. During Henry's nightly excursion, no one can tell who or what was devoured in the caves they visit, but bones "were to be found at the entrances" (p. 76), where they lay about on the floor like scattered graphisms of what in us is most like stone.

Conclusion

On his last visit, he had turned quite gruff, Christian intimates that each pebble and chunk of quartz he bears "[on] his back" (p. 100) is precious and encases a glowing core. "'It is only that these jewels are not yet cut and polished….The outward fire that causes them to gleam is still buried in their inward hearts, but one only has to knock it out of them….' With these words, he picked up one stone and struck violently against another, so that red sparks sprang forth" (p. 100). Christian knows that stones can take a beating, yet give away nothing, give up nothing, and neither does their bearer, who turns around and walks directly back into the mountain. Thereafter, "[t]he unhappy wanderer was never seen again" (p. 101). It is the end, but a kindly sentence and unassuming words heave the power of stone and are the reason we cannot forget the mysterious fate of Tieck's Christian. Hoffmann's Elis, on the other hand, once "buried . alive" (p. 337), is granted an epilogue, the return of the body fifty years later: it "appeared to be petrified when they brought it to the surface….completely free of decomposition" (p. 336-37) but once outside the mine, "the body…was beginning to dissolve into dust" (p. 338). Perhaps, Elis had never been meant for the open air: there is a sympathy between the "sulphurous…vapors" (p. 321) and the "vitriolic water" (p. 336) of the mine and the leaden body of Elis, but what remains of him is so lightweight, it must be put to rest in the heavy confines of Koppaberg Church in Falun. The old miner in Novalis' *Henry von Ofterdingen* came from the mining town of Eula. When he, Henry, and their company chance upon the hermit

Count von Hohenzollern while exploring a cavern, their eyes at once fall onto a "table consit[ing] of five large stone slabs put together like a box. The top slab had carved into it a life-size male and female figure, which held a wreath of lilies and roses; on the side was [written]: on this spot Friedrich and Marie von Hohenzollern returned to their fatherland" (p. 82). A stone tomb in a mountain cave is twice removed, but on the same grounds, it is the proper place for the twining of stone and writing, of densest matter and doubtless meaning that crushes like no landslide can.

References

Bachelard, Gaston. (2002). *Earth and Reveries of Will. An Essay of the Imagination of Matter.* (Kenneth Haltman, Trans.) Dallas: The Dallas Institute Publications. (Original work published 1943)

Hoffmann, E.T.A. (1982). The Mines at Falun. In E.T.A. Hoffmann, *Tales of Hoffmann.* (R. J. Hollingdale Trans.) (pp. 312-338). London: Penguin Books. (Original work published 1819)

Novalis. (1964). *Henry von Ofterdingen.* (Palmer Hilty Trans.) New York: Frederick Ungar Publishing Co. (Original work published 1802)

Novalis. (2005). *The Novices of Sais.* (Ralph Manheim Trans.) New York: Archipelago Books. (Original work published 1802)

Tieck, Ludwig. (N.d.). *The Old Man of the Mountain, The Lovecharm, and Pietro of*
Abano. N.p.: dodopress. (Original work published 1828)

Tieck, Ludwig. (1983). The Runenberg. (Robert M. Browning Trans.) (pp. 81-101). In *German Fairy Tales.* NewYork: Continuum. (Original work published 1804)

Contact email: awielgosz@walsh.edu

Anthology of the Life and Works of Ilokano Women of Nueva Vizcaya

Lovella G. Velasco, University of Sto Tomas Espana, Philippines

Abstract
The study aimed to introduce the foremost Ilokano women writers of Nueva Vizcaya who are not known in Philippine literature. The study recognizes the significant role of women writers in the region as contributors in the development of national literature. It also intends to analyze the corpus of their short stories written in the vernacular, Iluko, which will intensify the relevance of Iluko as a regional literature and as a language.

A survey of writings on regional women writers shows the dearth for the documentation, study, scholarly preservation and appreciation of the life and writings of regional women particularly in Nueva Vizcaya. Thus, this paper attempts to empower the common, ordinary women writers who remain unaccounted and missing in Philippine literature. Consequently, the bibliographic building of the regional women writers and the criticism of their retrieved and collected published short stories, the paper will contribute to the growing body of feminist studies and literary criticism in the Philippines today, furthering the woman presence in the nation.

The framework of the study is anchored on Lucilla Hosillos's (2006) Reflexive Refraction Theory which generally proposed for the retrieval, preservation and development of the ethnic/tribal/vernacular literature that should be the matrix of national literature. The feminist approach proposed by Patricia Maguirre (1999) shall be used to analyze the short stories.

Keywords: Feminism, Ilokano Language and Literature, Regional Women Writers

Introduction

" I shall speak about women's writing: about what it will do. Woman must write her self: must write about women and bring women to writing, from which they have been driven away as violently as from their bodies-for the same reasons, by the same law, with the same fatal goal. Woman must put herself into the text-as into the world and into history-by her own movement."

--Helene Cixous, *The Laugh of the Medusa*

Being a natural born Ilokano and a daughter of Nueva Vizcaya, I attempt to introduce the Ilokano women writers in our province and their masterpieces, to empower the regional women writers of our country by making them known through their life stories and their literary works written in their vernacular.

New waves of feminist writers in the country continue to effort and to write in different genre of literature in both Filipino and English languages in the Philippine context to establish a new thought on feminism. As a result, a number of women writers in the country already had published their literary works in books to their names but majority still had to see their works in book form, thus, it is noticeable that there is lack of women's anthology. Moreover, only those literatures written in Filipino and English were noticeably anthologized and published which is an unjustified circumstance to the vernacular or regional literatures of the country. Consequently, most researches and studies in literature today and in the last decades are focused on the well-known women authors in the country whose literary works are written either in English or in the Filipino language, an explicit picture of who and what are at the center against those in the peripheries.

The Ilokano literature, on the other hand, has produced a plethora of Ilokano writings which had been anthologized in GUMIL[1] and several books. The anthologies were authored by Ilokano men, and of which, the writers were predominantly male. It has been surveyed too, that majority of Ilokano writers are male and only a handful are women writers. It was also plotted that most Ilokano writers apparently came from Region 1 or the Ilocos region, and only a few are writers from Region 2, in which Nueva Vizcaya is one of its provinces. From the small number of writers from Region 2, only very few are women writers. These conditions characterized the Ilokano literature in general as an all-male territory.

These aforementioned scenarios are damages brought by colonialism and imperialism in our country. We, Filipinos are still striving to search for our roots and for our Filipino cultural identity which we can call our own; we are still in the process of retrieving what is left of our racial identity and ethnic heritage which are not adulterated by foreign culture and, with the hope to preserve and to develop these Filipino identity despite globalization and neocolonialism in the present time.

Dehumanization is one of the ruthless results of colonization. It brought not only physical but moral annihilation. Being a woman in the Philippines is a multiple misfortune. First, because she lives in a third world country; second, her country was

---

[1] Association of Ilokano Writers.meaning, Gunglo ti Mannurat nga Ilokano.

colonized many times by powerful nations; third, she is subjugated by patriarchal domination not only by the foreign colonizers but also of her fellow Filipino in the society and even at her safest haven called home, and, subsequently, she is not to speak; fourth, she is marginalized if she is from the periphery of the country or the region, and, if she speaks her vernacular.

What is left with the Filipino women? What is now the value of a Filipino woman and women from the regions? What is their identity now after having been tainted long enough by the hegemony of patriarchy? Do they still have place and influence in the family, in the community, in the region, in the nation? Do they have the facility to help build the nation in its pursuit of continuous search, preservation, and development of Filipino cultural heritage and identity?

Objectives

With these problems that beleaguered our national security, cultural heritage, and the identity and individuality of women, it is necessary to continue to search for solutions that could be of answer to these threatening conditions. Thus, this study generally aims to empower regional women writers. It specifically aims to introduce the foremost Ilokano women writers of Nueva Vizcaya; to collect and to retrieve their Ilokano short stories written in Ilokano, and to analyze the short stories as regards to the subject, theme and the image and representation of women characters. The analysis of the short stories will define the arts and aesthetics that will intensify the enduring human qualities, virtues, values, identity, and the culture and traditions of the region and the Ilokano women constitutive of the nation, as they seem to counter the threatened extinction of our national, cultural, ethnic, and individual identity.

Methodology

The search for Ilokano women writers was done through snowball effect, in which a collection of names was gathered from one significant person to another. The Ilokano short stories collected were published from 1970's to present in the weekly magazine *Bannawag,* the Ilokano magazine of the Ilokanos and published books. The short stories will be analyzed through the feminist approach of Patricia Maguirre (1999) who proposed that there is no standard methodology in the feminist criticism but the researcher has the freedom to analyze the story based on the objectives of the study while its viewpoint is about the invisibility of women in the different disciplines and studies.

Discussion

The Ilokano Women Writers of Nueva Vizcaya : Their Life, Their Stories

Ruperta Vega Ramos Asuncion (March 31, 1944- February 3, 2010). A native of Solano, Nueva Vizcaya but her roots is in Vintar, Ilocos Norte, the original place of the Ilokanos. She was an educator and taught at Solano South Central School Nueva Vizcaya where she founded the *Lumabang*, Solano II District Teachers Quarterly Publication and served as its first editor and the *Diamond,* the pupil's school organ. She decided to transfer to the University of the Philippines Los Baños and became an assistant professor of English at the Department of Humanities, College of Arts and

Sciences and was chosen Outstanding Teacher Awardee 1990 for Social Sciences and the Humanities. She was once a member of the Nueva Vizcaya Press and Radio Club and a member of the GUMIL Filipinas. She was a textbook writer, poet, dramatist, and a researcher. One very peculiar story about her is her fondness of chicken so that she even tutored one and called the chicken "*Mahal*". Her real name is Monica Ezperanza, but because she grew up so sickly, she was given another name through an Ilokano tradition called "*buniag iti sirok ti latok* " or baptism under a plate in order to counter her ill conditions. Since then, she was called Ruperta in honor of her late auntie. Some of her short stories were published in Bannawag, *Umuna a Bitek* (First Love) *(1999) Ti Family Planning ni Lakay* (My Husband's Family Planning) *(1971) Saan a Mapetpetan ti Kinapudno* (The Truth can Never be Concealed).

Love, family, and marriage are the subjects of her short stories and its themes revolve around power and social class: between a city girl against a girl-from- the province; between the poor and the rich. The girl from the province (who is described to be an Ilokana from her province) and the poor lady student are given the stereotype roles and images of a woman- modest, mature, and persevering despite hardship in life, respectful, responsible and industrious as against the liberated city girl. The stories also show the danger and immorality of the city and the evil effects of wealth. In marriage, the wife is represented to be submissive but assertive of her right as a wife and as a woman; caring and loving despite all forms of abused from the husband but she is literally a fighter if she is push to her limits.

Cristina Gervacio Gallato (May 30, 1956). Born in Nangalisan, Bagabag, Nueva Vizcaya, she obtained her Bachelor of Science in Commerce major in Accounting at St. Mary's College, graduating as Cum Laude in 1976. She rose from the ranks, from being the Chief Accountant, Head-Accounting Office, Assistant Treasurer, Dean of the School of Business/OIC Dean of the School of Accountancy, of same school. She was also a professor for two years at Universiti Utara Malaysia. At present, she is the Dean, College of Accountancy and professor of COA and Graduate School at University of the Cordilleras in Baguio City. She is married to Engineer Ireneo S. Gallato of Sinamar Sur, San Mateo Isabela and they have three children. She is one of the gifted Ilocana fictionists of her generation. Her award-winning stories were published in Bannawag: *Duoy Ni Tatang* (Father is Indolent) *(1976),* which won the first prize in short story writing contest sponsored by a group called Marinero 1189; *Fr. Mike: Komptroler (1986)*, won the first prize in the annual short story contest sponsored by the Economy Tours and Travel, Inc.(ETTE), and *Ket Madi Daytan Baket* (That is not good my Wife) *(1977).*

The short stories of Cristina are crafted with humor. The subjects are about family and the workplace while its theme are about the follies of man as a husband, a father, and a colleague.

The wife is represented in the traditional way: family oriented, a helpmate to the husband, caring and loving mother to the children, enduring to the hardship of life, responsible, flexible, and industrious. However, she is assertive of what she thinks is right and good for her and her family; she fights, punishes, and harm her husband for his ill manners and wrong-doings and leads him to be better.

Sherma E. Benosa (March 25, 1978). From Bambang, Nueva Vizcaya and a daughter of an Ilokano writer. She earned her degree Bachelor of Arts in Linguistics, MA Language Education and on-going MA Linguistics at the University of the Philippines Diliman. She is at present the Communications Officer at the Southeast Asia Regional Initiatives for Community Empowerment. Sherma has been a freelance writer-editor, translator of various magazines and newsletters and worked as a managing editor and writer at the National Commission for Culture and the Arts. She is the most active Ilokano woman writer of the province today because of her award-winning stories. In fact, her short story.*"Dagiti Pasugnod ni Angelo" (Angelo's Pains)* won the First Prize in the 60th Palanca Memorial Awards for Literature in 2010. Her other award-winning stories are *Dagiti Babassit nga Alipugpog" (Minute Twisters), "Galunggong" (Mackarel Scad),* and *"Alona"* which are all published in a book form of Ubod, a competitive publication assistance provided by the NCCA together with the Ateneo de Manila University to unpublished authors.

Told from the perspective of a strong woman, her works delve on socio-political issues which include abortion, diaspora, pedophilia, sexual harassment, and family issues. She represents her woman characters to be resilient, flexible, determined and focus, after a hurtful and unkind experience caused by an irresponsible man, husband, father and a brother.

Marichel Eugenio Suguitan (June 9, 1979). The youngest writer of the province hails from Aggub, Solano, Nueva Vizcaya. Her separation from her husband made her a strong solo parent and an enduring mother to her daughter Maria Christina. She was not able to pursue her tertiary education and prefers to work abroad since 1998 to present in which she was opportune to attend the basic computer at YMCA in Hongkong in 2007. She felt the passion to write short stories and even poems in 2011 to vent her feelings and thoughts during the nights that sleep would not visit her. Her award-winning short stories, *Kalding* (Goat) and *Kulibangbang* (Butterfly) are both published recently in Bannawag.

Her stories are about family, love, and parenthood. The themes are about the pains and experiences of a woman from falling in and out love, her struggle from the condemning society, and how she was able to surpass all of these agonizing experiences. Marichel pictured her women characters to be humans with flaw but transformed victorious and conquering after the pain and woe.

Conclusion

The study is generally a response to the demand of Cixous that is , for a woman to write the life and the stories of women in order for the woman to retrieve her voice, her body, her works and her life that was stolen by patriarchy. However, the study showed that Ilokano women and women writers have had their voices and body through their stories. The short stories of the Ilokano women writers present the unique Ilokano ways, traditions and cultures through their language. But most importantly, the stories showed the concepts of Ilokano woman and womanhood imbedded with their traditional images: suitable to the home, kitchen, rearing of children, serving the husband, keeping an orderly household, faithful and sweet, beautiful and caring, intelligent and persevering. However, these women characters are also represented to have unusual physical, emotional, intellectual strength and

power and the freedom to speak imbedded in their unique Ilokano characteristics, to counter the erring and inconsiderate man. These women emphasize too, that domestic work is not for woman alone; that her life is not centered only on her being a mother or a faithful wife; but that she has control over her husband and her children; that she has the freedom to speak and to do what she likes to. One can discern that these women characters have accepted the idealization of the traditional roles of a mother, a wife, a woman, and a daughter but they also claimed the idea of equality between man and woman.

Thus, their stories show too, that Ilokano women were not fully contaminated at all with the patriarchal ideology. It might be construed that they don't adhere and have bent and even dismantled patriarchy, or even the attempt to overcome and change this ideology. The Ilokano women writers showed that they have sustained their unique cultural identity despite the impact of colonization globalization and neocolonialism in the present time.

Ilokano women have their voices long before yet, but they were not just recognized and heard because they don't have the opportunity and the venue to be acknowledged, to talk, to shout and to tell their stories. This elimination leads to women being subordinate to men that they cannot even enjoy their own bodies, literally and figuratively. Although these regional women writers are unknown and neglected, they have displayed significant sociocultural impact. They contributed to the preservation, refinement, enrichment, and general development of their language and literature; literature being the grandeur of language and language the carrier of culture.

It can be understood too, that the life of women writers are reflective in their short stories and are interwoven which can be subsumed that these women writers write to tell their stories and their stories functioned as their medium for self-expression and self-preservation.

The general awareness and recognition of these regional women writers and their literary pieces would bring a ripple effect to the younger women of the region who would continue to change and overcome the tainted image of the third world regional women writer and women in general. This study is also an opportunity to promote and to recognize these Ilokano women writers and their literary works not only in the region but in the nation; to help the province and the region to preserve the Ilokano literature and to inspire young generations of Ilokano women to become writers; and to take part of the advocacy of the Ilokano community to make the Ilokano language survive, thrive, and thrive forever and to be an instrument to the road to cultural democracy and linguistic justice.As an Ilokano woman, this is a break to speak in behalf of all the Ilokano women and all Filipino women whose voices were not heard, were not recognized, and were muted.

If only Cixous could read the short stories of Ilokano women writers (Nueva Vizcaya-laced Ilokano, to be specific), she might enjoy intellectual ecstasy in reading them.

References

Asuncion, R. (1971). Ti Family Planning ni Lakay. *Bannawag*.

Asuncion, R. V. (1999). Umuna A Bitek. *Bannawag*, 6.

Benosa, S. E. (1978). Dagiti Babassit nga Alipugpog. *UBOD New Authors II*, 24-31.

Benosa, S. E. (1978). Galunggong. *Dagiti Babassit nga Alipugpog*, 12-23.

Cixous, Helen. (1976). The Laugh of the Medusa. *Chicago Journals*, 875-893.
Galam, Roderick G. (2008). *The Promise of the Nation: Gender, History and Nationalism in Contemporary Ilokano Literature*

Gallato, C. G. (1986). Fr. Mike Komptroler. *Bannawag*, 6.

Gervacio, C. A. (1976). Duoy ni Amang. *Bannawag*, 3.

Gervacio, C. A. (1977). Ket Madi Daytan, Baket. *Bannawag*, 3.

Hidalgo, C. P. (2011). *Six Sketches of Filipino Women Writers.* Quezon City: UP Press.

Hosillos, L. V. (2006). *Interactive Vernacular-National Literature.* Quezon City: UP Press

Kintanar, T. B. (2001). *Women's Bodies Women's Lives An Anthology of Philippine Fiction and Poetry on Women's Health Issues.* Quezon City: UP Center for Women's Studies and Ford Foundation.

 Salgado, P. V. (2002). *Cagayan Valley and Eastern Cordillera 1581-1898* . QC: Rex Inc.

Suguitan, M. E. (2012). Kalding. *Bannawag*, 12.

Suguitan, M. E. (2013). Kulibangbang. *Bannawag*, 9.

Yabes, Leopoldo Y. 2008. Philippine Short Stories 1925-1940. QC: UP Press
_____. 1936. A Brief Survey of Iluko Literature.Manila: Oriental Printing.

Contact email: lovella_velasco@yahoo.com

Bibliotherapy in the Malaysian Public Libraries : A Conceptual Framework

Haslinda Husaini, MARA University of Technology, Malaysia Siti Arpah
Noordin, MARA University of Technology, Malaysia
Shamila Mohamed Shuhidan, MARA University of Technology, Malaysia

Abstract

The formation of an information society is for the development of society and it is a ticket to face the challenge especially in social, cultural and economic. While information literacy is a prerequisite to role in the formation of knowledge societies and it is an element of a basic human need for lifelong learning. The Key to success is reading and it is not just in schools but throughout life. Through reading, we acquire new ideas and knowledge. Poor reading may cause problems for living, working and survival in general. Despite living in the age of technological advancement, reading continues to be a challenge for the knowledge society. Lack of knowledge and information children tend to involve in many problems. Bibliotherapy involves books to help children cope with early access to their lifelong learning and proper development in the learning process. By adopting a qualitative case study approach, this study intends to provide in-depth interpretations of the real-life context about the adoption of bibliotherapy in a public library. This paper attempts to provide a conceptual understanding of the adoption of bibliotherapy in context of public libraries in nurturing reading habits. The proposed framework is appropriate to be studied as guidance in the context of public libraries in Malaysia.

Keywords: Bibliotherapy, public library, knowledge society, reading habits, children

iafor

The International Academic Forum
www.iafor.org

Introduction

The formation of literacy society, reading habits become an essential aspect to be considered. Reading's play a crucial role in creating success in education and lifetime. Through reading, an independent learner and literate person, according to H Husaini (2012), Simisaye (2010) no one can be literate without reading. It is also language skills that children today need to survive in the learning environment. The language skill has to be developed and build upon as children goes along education ladder in life. Simisaye (2010) claim it is in recognition of this that reading is being taught, promoted and advocated right from the tender age of a child in every serious nation of the world. Since it is a process of lifelong learning, it is important to instil good reading habits among children. Children today are citizens of tomorrow, they are the key player in the development of knowledge societies. Along with the aspiration to culture reading habits in Malaysia, the Malaysian government has made initiatives into it. Various types of activities and programme initiate by government and educational organization, especially public library to support the reading campaign. According to H Husaini (2012) initiatives taken by National Library such as reading campaign, organizing a reading month to Malaysian, even in National Library Malaysia, a unit of reading promotion was created. This is to motivate and encourage the society about the importance of reading habits in Malaysian culture.

The unit is responsible to create the opportunities and motivate Malaysian society to gain lifelong education and knowledge. The role is to support the aim of the National Library's effort to instil and inculcate reading habit among Malaysian and to make reading as cultural habits for Malaysian (Malaysia National Library, 2006). Books can be used as a very good strategy to develop economy and culture, especially in the era of information and knowledge society, where the information become a power and knowledge become as an asset. Simisaye (2010) also support that the ideas to cultivate the interest when they young, efforts are being geared worldwide to catch the interest of children in reading. From this perspective, libraries, especially, public libraries have been working tirelessly to inculcate and promote a reading programme in children. Those activities are to encourage Malaysian society to read.

With the advent of advanced technology, in the world of information society and highly competitive societies, most people at all level felt the heat of pressure than ever before. The pressure will invite uneasy situation such as people have to face various types of new things, distractions, challenges, personality conflicts and dissatisfaction. When overwhelmed with these difficulties, those people need guidance, a proper guide from an expert, especially at the young age level, they require a lot of attention, guidance, example to keep survive in the new heat of the era. Since children prefer to copy or model characters (Lucas, 2013; Yusuf & Taharem, 2006; Gladding & Gladding, 1991), bibliotherapy could be useful to them on identifying characters feelings and thoughts. Lucas & Soares (2013) cited (Branco, 2001; Lucas, Caldin, & Silva, 2006) explained bibliotherapy as medium that using a book collection development and organize activities to help the children especially when it is involved emotionally. Akinola, 2014 discussed bibliotheraphy is the process of using books to help children to think, get ideas, and have a feel and understanding, also be able to go through social and emotional aspects. Bibliotherapy, is one of library services that is known to help librarians, to handle various types of situation that involved user emotional, behavioural and social. According to Yusof & Taharem (2006),

bibliotherapy as a guided medium by trusted social organisation and expert people that have a close role in the community in term of the services and facilities that give the ability to enable children and adolescents ready to face various developmental changes of adolescence in term of personal problem-solving and social adaptation. Through bibliotherapy, children are able to control their problem in a proper manner.However, bibliotherapy is still new in Malaysia and Public library, Engku Chik et al. (2014) and Yusuf & Taharem (2006) in their articles suggested that the adoption of bibliotherapy concept and expand it to a more efficient level. Therefore, this paper proposes a conceptual framework to investigate the public library adoption and the bibliotherapy concept in carrying out the functions of bibliotherapy, stimulates and develops reading habits.

Background

Study done by Issa et. Al, (2012) said poor reading habits could responsible for poor academic performance and this will result a lack of literacy skills including reading that may cause a problem for living, working and survive. Due to that Inderjit (2014) in his study found a lack of knowledge and information children are tending to involve in many problems. Children are the victims and experience of more than one type of maltreatment and traumatic events Tukhareli (2011) due to the stress of life, it's responsible for issues likes families, life cycle and societal Rudman (1995). These situation study by Professor Atan Long in 1984 reported that the reading interests and habits of Malaysians are still considered very low, Malaysians only read an average of two books a year and an average Malaysian read for information rather than to seek knowledge. Similar results are also found by Pandian (1997), in a study commissioned by the National Library of Malaysia (2006), carried out a survey by Frank Small and Associates (1996) reported that the literacy rate has slightly decreased to 92 percent from 93 percent in 1996.

The research by Pandian (1997, 2000) and Inderjit (2014) that most students just read for educational purpose only. As mentioned by H Husaini (2012) reading has to be strongly promoted as an interpersonal, social or family related activity, everybody involved and help each other to promote and inculcate reading habits and attitudes in the society. Literacy is a crucial aspect of a child's life in order to face the challenges in the information age based on a study done by Engku Chik et.al (2014). Early literacy is what children know about reading and writing before they can actually read or write. Inderjit (2014) also agreed that Malaysian students read for examinations and there is nothing to ensure that the situation will continue after school. Previous studies by Pandian (1977, 2000) have shown that the students were reluctant to read for information and pleasure, according to Pandian (2000) if the problem is not solved properly, Malaysia future will be led by people who are reluctant to read. It's going to affect the health growth of social and economic because Malaysian who reluctant to read is people who are lack of information and these going to affect their ability in knowledge, intelligence and maturity. They are not able to make a decision or to solve problems even to initiate ideas

In Malaysia, Professor Atan Long in his study in 1984 mentions, libraries are not fully utilized. Among the reasons given are; insufficient time (59 percent), the presence of other more important tasks (11 percent) and difficult to get reading material (10 percent). Today, as explained by Lack (1985); Jurkowski (2006) public libraries serve

as one of community centres which exist to support community and society's development. Students, teachers, educators, parents, people and many more use public libraries as a medium for information sharing and knowledge benefit and libraries also being called as a therapeutic place in Brewster (2014) and Walwyn & Rowley (2011) study. It is kind of use library as an emporium to shop for knowledge, in general to a specific area. The library can play a major role in a child's development, if used correctly by society. However in Malaysian's society, generally the usage of libraries, especially for youth and children is rarely exposed to them, especially in rural areas as stated by Mohamad Yusoff et al., (2013) rural libraries lack of information needs assessment conducted by library personnel; outdated and unattractive (for youths) reading materials; and the provision of irrelevant materials that do not apply to the local context. In many cases, rural libraries fail to construct positive attitudes among youths and this demotivates them as they do not see the benefits. The perception of society towards public libraries in Malaysia is still at low level. Society still doesn't realize the importance of libraries.

As mentioned by Brewster (2008), Zakaria Z. et.al (2011) libraries are also in a strategic position, the resources, facilities and services also the expert guide are reachable by the community, Engku Chik et.al. (2014) stated that these are also due to the capabilities of libraries to serve their surrounding communities. To support it, Jurkowski (2006) did mention the relationship of the library resources with the community needs in term of supporting in developing community's development. Even in Lack (1985) study explained about the roles of libraries is mainly to support and develop a society's by using the resources, services and facilities, the people at that time has aptly called library as 'the university of people'.

In order to proper gain the library's positive perception in the eyes of communities, an approach to children's program and child development should be adopted more aggressive as it will inspire children at an early age by the excitement of finding knowledge and by works of the imagination, they are likely to benefit from these vital elements of personal development throughout their lives, both enriching themselves and enhancing their contribution to society. Libraries can take an opportunity to use bibliotherapy as a way to connect books with experiences in their own lives and use events in the stories to learn approaches for handling problems. Beside that children can encourage parents and other adults to make use of the library. It is also important that young people who experience difficulty in learning to read should have access to a library to provide them with the appropriate material, IFLA/UNESCO (2001). A study by Hutchinson (2014) emphasizes bibliotherapy services at public libraries and discovers best-practice for implementing therapeutic programs in a public library environment.

According to Noordin (2015), Engku Chik. et.al (2014) bibliotherapy is still not in trend in Malaysia. In Malaysia, Hamdan Tahir Library with the collaboration of University Sains Malaysia (USM) hospital has taken an initiative to participate in serving the community, especially at paediatrics patients (children) Engku Chik et.al (2014). It is still at the new stages and many more need to establish the programs, Besides that, lack of studies on bibliotherapy implementation in public libraries in Malaysia, if there is a programme name bibliotherapy, the implementation and the definition has still remained unclear (Hutchinson, 2014, Engku Chik. Et.al, 2014, Janavicience, 2012, Brewster, 2008, Yusof & Taharem, 2006).

Bibliotherapeutic Literature

In the article, 'A Feeling for Books' by Jennifer Burek-Pierce, a professor of library at the University of Iowa, described bibliotherapy as a method of healing (Burek-Pierce, 2010). Books, both fiction and non-fiction, picture or chapter, can be used for bibliotherapy. In the public libraries, fictional children's books are the most widely used types of literature because children are better able to identify with characters in these stories. Bibliotherapy does not claim to cure, but rather to enlighten and to promote insight as mentions by Lucas & Soares (2013). It is intended as an adjunct to treatment (Caldin, 2009). Literature is used to educate individuals about the personal issues they are facing, said Tukhareli (2011). Literature in bibliotherapy needs to be focused on using the literature in therapeutic ways to aid children in working through a crisis (Kramer, 1999). It was concluded by Yusof & Taharem (2006) that bibliotherapy works in the setting that a good book can model a child's self-concept. Good reading materials provide insight that would change children and adolescent behaviour to face the problem problem. The climax of the therapy is for children and adolescents to grow up to be assertive and socially well adjusted so that they could keep themselves away from trouble and to be a productive member of society.

The Proposed Model

Table 1 depicts the proposed model for studying the effect of bibliotherapy on reading habits. The framework is conceptualized based on previous studies of Brewster (2009); Janavicience (2010); Shrodes (1949); Pardeck (1994); Rubin (1978); Ogbodo (2010); Karim & Hassan (2007); Walia and Sinha (2014). Three main elements are gathered together in this study. The dimensions of the library are roles & function, objective, policy and services. The dimensions of bibliotherapeutic scheme are bibliotherapy category, bibliotherapy process, bibliotherapy practices and bibliotherapy strategy. The dimensions of reading habits are reading types, reading attitudes and behaviour, and reading skills.
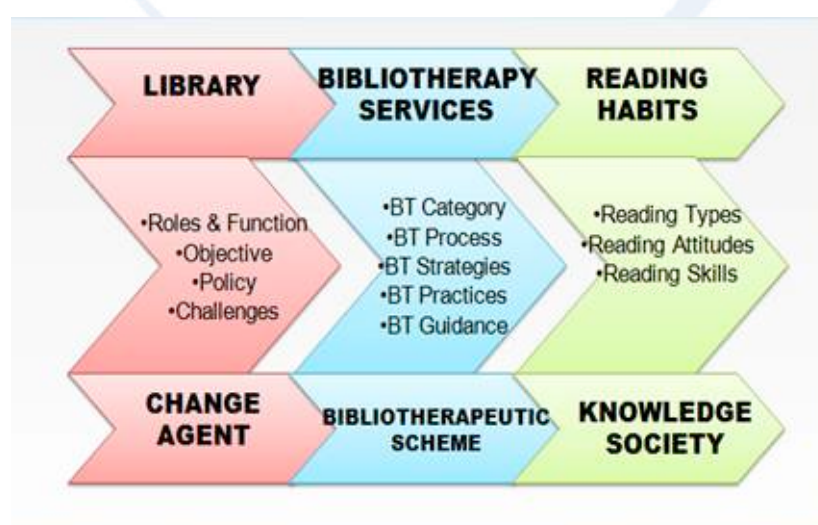
Table 1: Conceptual Framework

The conceptual framework is constructed based on previous studies of Brewster (2009), Janavicience (2010), Shrodes (1950), Pardeck (1994), Rubin (1978, 1979), Ogbodo (2010), Karim & Hassan (2007), Walia and Sinha (2014).

Three main elements are gathered together and rationalised in this study; Library as the change agent, Bibliotherapeutic schemes as the initiatives and Knowledge Society as the national aspiration to have a literate society with good reading habits. The dimensions of the library are roles & function, objective, policy and services by Brewster (2009), Janavievce (2010). As for the bibliotherapeutic scheme, the dimension includes bibliotherapy category, process, practices and strategy Janavicience (2010), Brewster (2010), Shrodes (1950), Pardeck (1994), Rubin (1978, 1979). The dimensions of reading habits are reading types, reading attitudes and behaviour, and reading skills Ogbodo (2010), Pandian (1997, 2000), Malaysian National Library (2006), Karin and Hasaan (2007).

Public libraries today face a challenging environment. The roles and functions of public libraries act as a community centre to support the community and society development. A Public library in a unique position in a community that have an access to the resources, services and facilities to provide free access to books and be able to conduct a variety of programs to the community by Brewster (2014). According to Battleson & Nesset (2012) cited Fanner and Urqhart (2008) the practices of bibliotherapy for help mentally ill continues be well-recognized by a librarian who often take part in programmes of rehabilitation and bibliotherapy. Library play a role as a stress-reduction agency through their services and activities of bibliotherapy. Through the programme the children learn to solve the threatening problems. Literature discussed to introduce bibliotherapy in public libraries could affect positively the nature of librarians as well, it is a new approach for librarian to communicate with the library user, bibliotherapy programme could help to spark an idea towards the user (Arulanantham and Navaneethakrishnan, 2013).

According to Hutchinson (2014) the library is a door to the rest of the world, a place for relation, recreational, leisure and refuge as well as a busy, active and sometimes noisy environment for collaboration (Shen, 2006; Limberg & Alexandersson, 2003). The Public library objective is to serve and educate the community. To that public library will try to meet user requirements. The status of political, social, economy, races won't be an obstacle towards service. In library science field Janaviciene (2010) study cited Margaret Monroe (in Rubin, 1978) views bibliotherapy as part of the continuum of library services. Reference services, reading guidance and bibliotherapy is closely related functions in serving informational, instructional and guidance needs. Unlike reference services and reading guidance, bibliotherapy is a long term approach to library services used for therapeutic purposes. It's part of the essential services of public and school libraries because of the growth of bibliotherapy applications.

Methodology

The aim of the research is to provide a conceptual understanding of the adoption of bibliotherapy in context of public libraries in nurturing reading habits. For the research paradigm, the researcher subscribing the interpretivism research philosophy. The research of the study will be on qualitative approach. According to Hancock (2002) qualitative research is concerned with developing explanations of social

phenomena, therefore, the qualitative research approach was adopted in the study. Its aim is to explore the adoption of bibliotherapy in the Malaysian public library in order to nurture reading habits especially among children. During the pilot study, a semi-structured interviews were conducted, supported by the interview guides which we constructed based on the research framework in Table 1.

Preliminary Study

A preliminary study was conducted in February, 2015 at Pustaka Negeri Sarawak, involved the librarian in charge in bibliotherapy implementation. Semistructured interview was conducted. The questions were based on the interview guides which was derived from the framework. The qualitative data generated was analysed according to the framework. From the preliminary study, the researcher realizes that the interview guide needs to be strengthened and refined as to be used in the main study. However the proposed framework remains as it is applicable to govern this exploratory study.

Discussion

Finding from the pilot study, informant highlighted that in every programme of bibliotherapy, it does involve the process of bibliotherapeutic scheme and collaboration with an expert in the psychology. This scenario was pointed out by Brewster (2008) related the collaboration of social institutions in different social awareness. This is in order to know the skills, the techniques and how to manage and handle the situation. The role of library and librarian as providing services also mentioned by Javavience (2010). In fact, along the way, the execution of the programme will generate solutions, new ideas and suggestions by using public library materials especially books.

The informant agreed that the appropriate reading materials are able to give new insight towards the client. It also helps to instill reading habits and reading recommendation (Janavience, 2010). Since librarian is expert in searching techniques and reading materials, they are able to provide a reading recommendation as a tool that might help the mediators to handle a situation. As mentioned in study by Janavience (2010), education or personality development bibliotherapy, normally happen in social institution and social service. It is helping the client with personality development, adapting to the changing environment. The informant revealed that the mediators exist in the programme.

The execution of the programme is not made directly to end client. The informant explained, the programme is through the mediator due to the issues of expertise and lack of skills. The informant also highlights the role of the mediators such as teacher, counsellor, librarian and a social worker in the programme is to help the end client. They enhance the value of reading through bibliotherapy. Together with the adoption of bibliotherapy they are also highlighting the importance of reading through the reading campaign and activities. Therefore, it can be understood that the role of library as change agents are important in adopting bibliotherapeutic scheme in promoting and encouraging the continuity of reading especially in the information and knowledge societies.

Conclusion

From the preliminary study, it revealed that the public library really puts the most of their effort ensuring the adoption of bibliotherapy implementation. Despite that, the implementation and collaboration were still at the beginning stage, the library and librarian still learning on the practical basis and skills on the bibliotheraputic scheme to offer to the client. However, it was continuously promoted from time to time with different category of bibliotherapy and client. The library tries to help and build a knowledge society through the reading. Library and reading have an empowerment to change the society through various types of programs, activities and campaign. Bibliotherapy and the strength of reading materials is the strength of the public library. Today, in the era of developing knowledge society, libraries need to have a high impact service to claim that is their contribution and role in the developing the knowledge society. It is an interesting to see the public library as empowering place (Brewster, 2014) to support community and society's development as the ability of the libraries is to provide and use the resources as mentioned in a study done by Noordin (2015).

Acknowledgement

References

Arulanantham, S and Navaneethakrisghnan, S. (2013). Introducing bibliotherapy in public libraries for the development of health and social conditions of post war community in Jaffna District-An exploratory study. http://blogs.ifla.org/riss/2013/05/20/introducing-bibliotherapy-in-public-libraries-for-the-development-of-health-and-social-conditions-of-post-war-community-in-jaffna-district-an-exploratory-study/

Antila, Regan D. (2009). Bibliotherapy and the K-5 Michigan Model for health curriculum.

Akinola, A. N. (2014). Bibliotherapy as an Alternative Approach to Children's Emotional Disorders. Creative Education, 5, 1281-1285.http://dx.doi.org/10.4236/ce.2014.514146

Afolayan, J.-A. (1992). Documentary perspective of bibliotherapy in education. Reading-Horizons, 33(2), 137-148.

Alexander, J.E. and Filler, R.C. (1976), Attitudes and Reading, International Reading Association, Newark, DE.

Battleson, B., & Nesset, V. (2012). An Investigation of the Role of an On-Site Library in the Provision of Adjunct Bibliotherapeutic Treatment for Emotionally Disturbed Youth, (November), 287–293.

Brewster, L. (2009). Books on Prescription: Bibliotherapy in the United Kingdom. Journal of Hospital Librarianship, 9(4), 399-407.

Brewster, L. (2008). "Medicine for the soul: Bibliotherapy." APLIS, 21(3), 115-119

Brewster, L. (2008). The reading remedy: Bibliotherapy in practice. APLIS, 21(4), 172-177.

Brewster, L. (2014) The Public library as therapeutic landscape: A qualitatove case study. Health & Place, Elsevier. (26), 94-99

Burek-Pierce, J. (2010). A Feeling for Books: Therapeutic connections to library practice. American Libraries Magazine.

Caldin, C. (2009). Leitura e terapia [Reading and therapy]. Santa Catarina: Universidade Federal de Santa Catarina.

Carla Vale Lucas & Lusa Soares.(2013). Bibliotherapy: A Tool To Promote Children's Psychological Well-Being, Journal of Poetry Therapy: The Interdisciplinary Journal of Practice, Theory, Research and Education, 26:3, 137-147, DOI: 10.1080/08893675.2013.823310.

Cook, K. E., Earles-Vollrath, T., & Ganz, J. B. (2006). Bibliotherapy. Intervention in School and Clinic, 42(2), 91100. doi:10.1177/10534512060420020801

Cornett, C. E. (1980). Bibliotherapy: The right book at the right time. Bloomington, IN: Phi Delta Kappa Educational Foundation

Elder, Rebeca, Amy Geddes, Mathew Rose. (2012). Healing Reads: Bibliotherapy for the 21st Century. Tuesday, April 17, 2012. Retrieved at https://infopeople.org/sites/all/files/webinar/2012/04-17-2012/bibliotherapy.pdf

Engku Chik. et...al. (2014). Book buddies : Nurture and culture , reading habits among paediatric patients and guardians at hospital Universiti Sains Malaysia Abstract :, 1–10.

Fanner, D. and Urquhart, C. (2008). Bibliotherapy for mental health service users Part 1: a systematic review. Health Information & Libraries Journal, 25(4), 237-252.

Gladding, S.T., & Gladding, C. (1991). The ABC's of bibliotherapy for school counselors. SchoolCounselor, 39(1).

Goddard, A. T. (2011). Children's Books for Use in Bibliotherapy. Journal of Pediatric Health Care, 25, 57-61.

Hancock, B. (2002). An Introduction of Qualitative Research. Trent Focus Group: 1-27.

H Husaini, RA Aziz, MSM Saad, DM Hashim, MF Baharuddin. (2012). The Roles of School Resource Center in Nurturing Reading Habits and Attitudes among Secondary School Students. CONSAL General Conference Malaysia

Hutchinson, Emma. Bibliotherapy Programmes in Dublin Public Libraries : A Case-Study of Dublin City , Fingal and South Dublin Public Library Services . Quanlitative and Quantitative Methods in Libraroes (QQML) Special Issue Social Justice, Social Inclusion 95 – 103, 2014

Inderjit, S. (2014). Reading trends and improving reading skills among students in Malaysia. International Journal of Research In Social Sciences, 3(5), 70-81

Issa, A. O., Aliyu, M. B., Akangbe, R. B. & Adedeji, A. F.(2012) Reading Interest and Habits of the Federal Polytechnic Students. International Journal of Learning & Development.Vol.2, No.1, pp 470-486.

J. Stanley. (1999). Reading to Heal, Boston Janaviciene, D. 2010, Bibliotherapy process and type analysis: review of possibilities to use it in the library, TILTAI, vol. 4, pp. 119-132

Jones, J. (2006). A closer look at bibliotherapy. Young Adult Library Services, 5(1), 24-27.

Jurkowski, Odin L. (2006). The library as a support systems for students. Intervention in school and clinic. Vol.42, No.2, November 2006, 78-83.

Karim, N.S.A. and Hasan, A. (2007), "Reading habits and attitude in the digital age: analysis of gender and academic program differences in Malaysia", The Electronic Library, Vol. 25 No. 3, pp. 285-98.

Kramer, P. A. (1999). Using literature to enhance inclusion. Contemporary Education, 70(2), 34

Lack, Clara Richardson.(1985). Can Bibliotherapy Go Public? Spring. 27-32.

Lipschultz, Holly (2012). Bibliotherapy: A literature review.

Liz Brewster. (2008). The reading remedy: bibliotherapy in practice. Aplis 21 (4).

Long, A. (1984), A Survey on Reading Habits and Interests of Malaysian People, Dewan Bahasa dan Pustaka, Kuala Lumpur.

Louise, Limberg, & Alexandersson, Mikael. (2003) "The School Library as a Space for Learning." School Libraries Worldwide, 9(1): 1-15

Lucas, C. V., & Soares, L. (2013). Bibliotherapy: A tool to promote children's psychological well-being. *Journal of Poetry Therapy*, *26*(3), 137–147. doi:10.1080/08893675.2013.823310

Malaysian National Library (2006), "The reading profile of Malaysians 2006", unpublished research by the Malaysian National Library, Kuala Lumpur.

Mohamad Yusoff et..al. (2013). Attitude towards Rural Library Services among Youths in Malaysia. Journal of Basic and Applied Scientific Research. 3(6)777-782,

Myracle, L. (1995). Molding the Minds of the Young: The History of Bibliography as Applied to Children and Adolescents, The Alan Review 22. http://scholar. lib.vt.edu/ejournals/ALAN/winter95/Myracle.html

Noordin S.A, Husaini H. and Shuhidan S.M. (2015). Bibliotherapy in Public Libraries: A Conceptual Framework. International Conference on Learning and Technology (ICLT), March 25-26, Singapore

Ogbodo, R.O. (2010) Effective Study Habits in Educational Sector: Counseling Implications. Edo Journal of Counseling, Vol. 3, No.2. pp. 1-11

Ouzts, D.T., & Brown, K.L. (2000, April-May). Practical Applications for the Classroom Teacher: A Bibliotherapeutic Approach. Paper presented at the Annual Meeting of the International Reading Association, Indianapolis, IN.

Pandian, A. (1997), Reading in Malaysia, Universiti Kebangsaan Malaysia, Bangi

Pandian, A. (2000), "A study on readership behavior among multi-ethnic, multi-lingual Malaysian students", paper presented at the 7th International Literacy and Education Research Network (LERN) Conference on Learning, RMIT University, Melbourne, July 5-9.

Pardeck, J 1994, Bibliotherapy: an innovative approach for helping children. In Strub, P 2011, Bibliotherapy: a review of the literature. Accessed from: commons.esc.edu/mals/files/2011/01/strub-bliotherapy.doc

Pardeck, John T. & Pardeck, Jean A. (1993). Bibliotherapy: a clinical approach for helping children. Langhorne, Pennsylavania: Gordon and Breach Science Publisher, p.2.

Pehrsson, D., & McMillen, P. (2005). A bibliotherapy evaluation tool: Grounding counselors in the therapeutic use of literature. Articles, Paper 31. Faculty Publications (Libraries). Retrieved from http://digitalscholarship.unlv.edu/lib_articles/31

Prater, Mary Anne, Johnstun, Marissa, Dyches, Tina Taylor, & Johnstun Marion. (2006). Using Children's Books as Bibliotherapy for At-Risk Students: A Guide for Teachers. "Preventing School Failure," 50(4), 5-13

Prater, M.A., Johnstun, M.L., Dyches, T.T., & Johnstun, M. (2006). Using books as bibliotherapy for at-risk students: A guide for teachers. Preventing School Failure, 50(4), 5-13.

Raidah Mazuki, Siti Zobaidah Omar, Jeffrey Lawrence D'Silva and Hayrol Azril Mohamed Shaffril.(2014) Mapping the Problems in Using Library Services Among Rural Youth in Malaysia. Proceeding of the Social Sciences Research ICSSR 2014. 9-10 June 2014, Kota Kinabalu, Sabah, Malaysia. Organised by http://

Rubin, Rhea J. (1979). Uses of bibliotherapy in response to the 1970s. Library trends. 29(2), 239-252

Rubin R. J. (1978). Using bibliotherapy: theory and practice. Phoenix: Oryx Press

Rudman, M. K. (1995) Children's Literature: An Issues Approach. New York: Longman

Salimi Sapideh, Firoozeh Zare-Farashbandi, Ahmad Papi, Rahele Samouei and Akbar Hassanzadeh. (2014). The effect of group bibliotherapy on the self-esteem of female students living in dormitory. Jounal of Education and Health Promotion. 2014; 3: 89.Published online 2014 Aug 28. doi: 10.4103/2277-9531.139643

Shen, Lan. (2006). "Designing and Implementing Alternative Library Services." Chinese Librarianship: an International Electronic Journal, 22. URL: http://www.iclc.us/cliej/cl22shen.htm

Shrodes C. (1950) Bibliotherapy: a theoretical and clinical-experimental study [dissertation]. Berkeley (CA): University of California

Simisaye A.O and Quadri M.O. (2010). Developing a Reading Habit in Children: Lagos State Library Board Summer Reading Programme Experience. Library Philosophy and Practice. Retrieved at http://www.webpages.uidaho.edu/~mbolin/simisaye-quadri.htm

State, C. (2010). Healing Through Reading : Bibliotherapy.

Tukhareli, Natalia.(2011) Bibliotherapy in a Library Setting: Reach out to Vulnerable Youth. The Canadian Journal of Library   and Information Practice and Research, vol. 6, no. 1,2011.

UNESCO.(2010). Early Childhood care and education. Education. Retrieved from http://www.unesco.org/new/en/education/themes/strengthening-education-systems/early-childhood

Walia, P.K and Sinha, N. (2014). Changing trends in reading habits of teenagers in Delhi: An impact assessment of demographic and environmental variables. Library revie. 63 (1/2),125-137. 2014

Walwyn, O. and Rowley, Jennifer. (2011). The value of therapeutic reading groups organized by public libraries. Libraries & Information Science Research, Elsevier. (33) 302-312.

Yusuf, R., &, Taharem, M. S. Bibliotherapy: A tool for primary prevention program with children and adolescents. Journal Antidadah Malaysia, 75-90. 2008.

Zakaria, Z.; Z.H. Hussin; N. Noordin; M.Z.H.M. Sawal; S.M.A.S. Ahmad Alhady, et.al., 'Service (2011). Quality Dimensions in Public Library: Nothern Area Experienced', J. Soc. Sci., 7:265-270

Transportation, Mobility, And Horror: Conan Doyle's Tales of Mystery and the Supernatural

Ming-fong Wang, MingDao University, Taiwan

Abstract

Sir Arthur Conan Doyle wrote many mystery and detective stories from 1890s to 1910s, years saw the advancement of powerful modern science and technology, especially inventions of transportation means or machines that accelerate mobility power in late-Victorian and Edwardian society. In some of these mystery or detective stories especially featuring the well-known sleuth Sherlock Holmes, Doyle tended to integrate an early subject's experience of shrunken space and reduced time into an unknown fear by delineating his characters who perceive horror and nervousness while facing or riding on a railway transportation, including mainly the steam railway in mysterious tales like "The Lost Special" (1898) and "The Man with the Watches"(1908) as well as in detective stories like "The Adventure of the Engineer's Thumb" (1892), "The Adventure of Bruce-Partington Plan" (1908), "Valley of Fear" (1914) and several others.

How can this spatiotemporal mobility be connected to mysterious affairs which lead Doyle's quasi-detective characters and police power to spring into investigative action? Railway transportation, mobility, and horror are woven together into a driving force that facilitates our geographical and forensic exploration of Doyle's stories.

KeyWords: Conan Doyle, detective, transportation, mobility, horror,

Introduction

Sir Arthur Conan Doyle wrote many mystery and the detective stories from 1890s to 1910s, years saw the advancement of powerful modern science and technology, especially inventions of transportation means or machines that accelerate mobility power in late-Victorian and Edwardian society. In some of these mysterious tales or detective stories especially featuring the well-known sleuth Sherlock Holmes, Doyle exhibited an ambivalent sense of horror and perceptions of space and time on transportation means, mainly steam train, in an age of mechanization and industrialization. He also highlighted in his story setting with horror or nervousness and acclimatized his readers to the railway time and space. In these tales or stories, fear and nervousness usually results from an uncertain sense of spatiotemporal disorientation caused by "a glooming portrait of new technology to a nightmare vision of urban modernity" (Daly 14). More precisely, Doyle tended to integrate an early subject's experience of shrunken space and reduced time into an unknown fear by delineating his characters who perceive horror and nervousness while facing or riding on a moving vehicle, including mainly the steam railway in mysterious tales like "The Lost Special" (1898) and "The Man with the Watches"(1908) as well as detective stories like "The Adventure of the Engineer's Thumb" (1892), "The Adventure of Bruce-Partington Plan" (1908), "Valley of Fear" (1914) and several others.

Doyle's works, especially mystery and detective stories, are often examined in a genre or narrative structure study, in which the narrative formula of Doyle's writing and the characterization of a big sleuth's rational detection in late-Victorian and Edwardian society are emphasized. Most scholars in the 20th century use feminist or post-colonial approach to probe into the female position and gender politics as well as character's imperial consciousness and their biased presentations of racial other in Doyle's mystery and detective stories.[1] The detective hero is highlighted in Doyle's short stories and usually regarded as an adventurous and masculine Englishman who almost risks his life into fighting against criminals or evil masterminds in order to find the ultimate truth for breaking cases.[2] Recent studies show that Doyle's tales of mystery

---

[1] There are many criticisms about the issues of Victorian society, female consciousness, and feminism presented in Conan Doyle's detective stories or novels, including Ellen F. Higgins "The Female Rivals of Sherlock Holmes" (1996), Rosemary Hennessy and Michael Atkinson's *The Secret Marriage of Sherlock Holmes and Other Eccentric Reading* (1996), Rajeswari Mohan's *"The Speckled Band": The Construction of Woman in a Popular Text of Empire"* (1993).

[2] Generally speaking, many scholars' studies usually probe into the issue of patriarchal or imperial consciousness in the nineteenth century Victorian society in British society, including Catherine Wynne's *The Colonial Conan Doyle* (2002), Diana Barsham's *Arthur Conan Doyle and the Meaning of Masculinity* (2000), Joseph A. Kestner's *Sherlock Holmes' Men: Masculinity, Conan Doyle, and Cultural Anxiety* (1997), James W. Maerte's "Masculine Power and the Ideal Reasoner: Sherlock

and the supernatural, which are seldom discussed for the past decades, are examined in a psychoanalyst or cultural approach. Moreover, Conan Doyle's conceptions of sport, medicine, science, law and order, army, and spirit in writing his works are also viewed and explored by contemporary critics.[3] Nevertheless, no scholars focus their study issues on the space and time of railway mobility and its relation to horror when they make researches into Doyle's works.

Doyle actually presented the story plot of railway or train transportation at least in one-third of his mystery and detective stories. These plots demonstrate criminals' using new perceptions of shrunken space and reduced time on train as red herrings or false alibi as misguiding clues to evade the police's investigation and legal sanction. Doyle's great sleuth Sherlock Holmes knows well and even memorizes train timetables by heart. He can tell Watson easily the latest time of train to catch in main stations of metropolitan London back and forth to visit victims' or suspects' houses mansions in rural area just for finding the truth and pinning down the criminals.

Railway transportation is integral to several Conan Doyle's mystery and detective stories. In "The Adventure of the Copper Beeches" (1892) Holmes asks Watson to consult Bradshaw, *Bradshaw's Railway Guide* (501), the monthly timetable of all British train services. These timetables provide Holmes with the possibilities for investigations. If the railway timetables can regularize people conception of time, the train tickets become the invention that normalizes people's conception of space. In some cases, the departure station and destination station shown on tickets or dead passengers on train without holding ticket always attract Holmes attention to think much further about the spatial distances in which criminals may have sufficient time to commit their crime, or the location where criminals can hide themselves, shunning from the police or detective's tracing and chasing. Viewed in this perspective, Victorian ideas of modernity and progress were shaped by the new perception of space and time of railway travel. This new perception also leads to a different conception of time and distance that breaks people's routine logic and habitual thinking.

Late-Victorian and Edwardian Railways

This paper aims to explore and examine mainly how social changes caused by the development of railway in late-Victorian and Edwardian England could produce

---

Holmes, Technician-Hero" (1996).

[3] About these studies, please see Michael Dirda's *On Conan Doyle* (2012) and Douglas Kerr's *Conan Doyle: Writing, Profession, and Practice* (2013). 。

initial impacts of changing spatiotemporal perceptions as well as how changing thoughts of criminal and the police/detective could be affected by these impacts. Also, this project probes into the reasons why the positive power of late-Victorian and Edwardian railway that gave impetus to economic development can later create negative social impacts and even turn into a negative symbol of fear and of evil.

Several scholars, based on cultural approach, studies the impact of railway on Victorian and Edwardian society. Philip Spark argues that the expansion and prosperous development of railway changes people's imagination of space and time.[4] He mentions the "machine time" in an age of mechanization and industrialization, emphasizing the fact that the daily life of a great number of railway travelers or commuters are deeply affected or restricted to train (the steam railway) timetable which is integral to their living habits of moving space and employment of time. The operation of railways and train passengers need a regularized "standard time," so the train timetable and watch become a necessity for railway commuters and travelers. The "machine time" functions just like the working time and "work-discipline that "enable the factory system to spread accurate timekeeping and absorb people to be restricted to "their life by the clock" (Zemka 3). It can be regarded as the "clock discipline of train" (Zemka 6). As a consequence, the abstraction of time becomes an industrial reordering of time-consciousness and is materialized into a form of watch and symbolizes people's wealth, elevation of social status, and urban resident identity.[5]

Alex Goody argues that the "railways laid the foundations for a fundamental reconfiguration of cultural and geographical space. Train travel transformed the social, cultural and physical landscape of Britain and America, leading to standardized time, the rapid availability of fresh produce in cities, the speeded-up delivery of mail and the possibility of cheaper leisure excursions, among many other effects (Goody 4).

Wolfgang Schivelbusch assumes that the mechanic power replaces animal strength initiated in an industrialized process in Victorian age. Railway can stand for this main mechanic power. The steam locomotive drives forward the moving carriages and enables the passengers on the carriage to alter their perceptions due to the changing landscape outside the carriage windows of a moving train. This shifting and flowing landscape also form a shocking effect that strikes against a conceiving subject's mapping of his own spatial location in a situation of an early compression of time and

---

[4] See Spark's *Time, Space, Modernity and the Railway Age Victorian Imagination* (Sepia Times P, 2014).
[5] See Zemka's *Time and the Moment in Victorian Literature and Society* (Cambridge UP, 2012).

space.[6]

To these people who take the new transportation means, the steam train, the moving space and landscape outside the window on locomotive-drawn carriage change faster and more drastic than those on old horse-drawn carriage. The train windows actually create a new moving landscape by turning the land into a perception of a "panoramic landscape" (Gilbert 31) that breaks away from a subject's habitual and familiar space and time normalized by a transportation means drawn by an animal strength. More precisely, it is a sort of physiological response to mechanized speed (Zemka 24), owing to the fact that a conceiving subject may suffer pathologically an unfamiliar and even horrible sense of disorientation resulting from a transitory spatiotemporal perception between two different transportation means in different period. [7]

Railway travel was something refreshing and exhilarating that marks the turning point of the transitional phase of the early modern period into that of modern age. These moving, flowing, and even traumatic feelings disturb a conceiving subject's old and familiar space and time and even bring up a sense of horror and fear. Besides the unfamiliar and disorienting feelings, Victorian people may embrace a negative attitude and the sense of horror toward the railway train due to the fact that lots of train accidents (collisions and derails) as well as consequential death and serious injury of passengers had been taken place since the operation of railway or underground trains. These terrible death and injuries caused by railways make more and more people at that time to regard railway train as "modern urban evil" or "monstrous machine.[8] Why does the positive symbol of railway train that boosts advanced transportation and economic development should turn into an urban evil? This is also a good question deserving more discussion and exploration.

Actually, few scholars view Doyle's tales of mystery and detective from an angle of spatiotemporal perception about railway in an age of mechanization and industrialization. The railway theme in Doyle's tales or stories highlights the modernity issues including industrialization, urbanization, and acceleration of the pace of everyday life.

Railway Space and Time

---

[6] See Schivelbusch's *The Railway Journey: The Industrialization of Time and Space* (Berkeley: U of California P, 1986).

[7] Zemka regards this conceiving subject's psychological response as the spatiotemporal disorientation caused by a physical reaction of the "machine time," a negative "railway trauma." See Sue Zemka's *Time and the Moment in Victorian Literature and Society* (Cambridge UP, 2012).

[8] See Nicholas Daly's *Literature , Technology, and Modernity. 1860-2000.* (Cambridge UP, 2004).

In Doyle's detective stories like "The Adventure of Engineer's Thumb" (1892) and "The Greek Interpreter" (1893), getting off a train in some locations unknown to the character and waiting alone to be met and taken to country house also became the author's ways of setting a plot in motion. The train drops one off at a lonely station (often shrouded with a disorienting mist) in the dark of night, which often creates a disorienting and mysterious ambience in these stories.

In "The Adventure of Engineer's Thumb," the engineer caught the last (midnight) train to a remote rural village and found "no chance of a train back" (430). When he got off the train at the remote station and waited alone for someone to pick him up late at night, he suddenly perceived that he "was the only passenger who got out there, and there was no one upon platform" (432). Doyle intended to use this lonely traveler in a midnight railway station to highlight a mysterious atmosphere within the middle of nowhere. Later, when the engineer tried to desperately escape away from gangsters' chasing and killing, he found that he was lost in bush woods and "had no idea whether he was in north, south, east, or west" (434). He could not make clear where he was until he reached "the very station at which [he] had arrived upon the previous night" (440). Viewed in this light, the railway station in Doyle's stories becomes a symbol of compass and bright lighthouse that saved a person from a danger of being entrapped in a spatial disorientation state and even of being chased to be killed by evil guys.

Similarly, in "The Greek Interpreter," Mr. Melas was asked to leave a coach and left alone in dark clump of furze-bushes late at night. He stood gazing round and wondering and could not tell where on earth he might be until he saw the red signal-lamp of a railway in total darkness. He found someone camp to him whom proved to be a railway porter telling him that he will be in time to catch the last midnight train to London Victoria station (693). Doyle's characters in both stories suffered a fear of spatial disorientation in darkness. It was the brightness of railway station lamp and signal that gave them the directions. More relevantly, they overcame their sense of unfamiliar and even horror toward a disorienting space by regaining the familiar space through finding the location of a railway station. Also, arriving at the station, he could finally find a way home by catching the last train to go back to London. The characters did not only overcome getting lost in an unknown space by reaching a railway station but overcame not knowing exact time by catching up in time the last train to return to his familiar perception of space and time for going home.

After railway transportation is integrated into Victorian people's everyday life, the time-consciousness proves to be essential to their mind. In order not to miss train for going to works or running errands in time, timetable and watch are personal necessities for catching the railway time. Yet, this time on railway creates special conditions and opportunities for criminal to commit illegal deeds especially murder. In "The Lost Special" (1898) and "The Man with Watches" (1908), criminals employed the time of railway operation to misguides police's investigation, and the police also traced the time sequences of committing crime according to the time and spatial locations which the railway porters reported to one another with telegrams when trains passed specific places or stations.

At the beginning of "The Lost Special," the importance of time in an age of mechanization and industrialization is highlighted. The late-Victorian people in this story always bore the motto "[t]ime was everything" (226) on their mind. The ticket fare of train indicates the fact that the railway space (train-riding distance) and time (train-riding time) can be measured into money value "at the usual special rate of five shillings a mile" (226). In "The Man with Watches," the train was a favorite one among "Manchester business men who are returning from town, for it did the journey in four hours and twenty minutes, with only three stoppages upon the way" (303). The railway space and time encapsulated Victorian people into a modernizing process in which they are subjected to a new disciplinary space and time formulated by modern technologies especially the railway train.

The police in "The Lost Special" endeavored to find out where the missing special train was by looking up the train-passing time in railway porter's communication record to pin down the possible locations based on their correlation passing time of trains.

  "Special passed here five o'clock.—Collins Green."
  "Special passed here six past five.—Earlstown."
  "Special passed here 5:10.—Newton."
  "Special passed here 5:20—Kenyon Junction."
  "No special train has passed here—Barton Moses"
  "The special has gone wrong between Kenyon Junction and Barton Moss." (230)

Based on this spatiotemporal relative correlation, the police concluded that the missing train must be located at somewhere between Keyon Junction station and Barton Moss station. Nevertheless, after searching high and low, the police found no

clues and had no idea about where the mysteriously missing train is. Hopeless, the police focused their investigation on the train ticket to solve the railway mystery.

The train ticket may indicate a passenger's moving space from his departure station to his destination station and his evidence of riding a train. In "The Lost Special," the train conductor's "examination of the tickets had made it certain that no one either joined or left [the train]" (229). The detective in the service of the railway company started his investigation with missing tickets to trace and narrow down criminals' escaping path and crime-committing sites for pinning down the truth of a murder mystery on train. This detective further deducted that the criminal jumped from one train into another one because "two trains would at that time be travelling in the same direction at a similar rate of speed and upon parallel lines" (239). In this sense, the criminal committed murder by using a unique occasion (two train being in parallel place and slowing down at the same time) of railway space and time which are unfamiliar to and befuddle the railway detective' conceiving mind. To the railway detective, he must get clear of "unfamiliar" space and time to solve this mystery. It is a vacillating process between the familiar and the unfamiliar and an ultimate restoring of the familiar just like the detective who turns "unfamiliar" and disorienting clues into familiar and clear evidences for breaking cases. He concluded that after a criminal murdered the victim he saw his opportunity to escape from the moving train due to the fact that "the train was for some reason going very slowly at the moment."

Judging from this mentioned plot, the issue of railway space and time is highlighted in this story. Moreover, just like the characters in "The Adventure of Engineer's Thumb" and "The Greek Interpreter" who suffered spatiotemporal disorientation, the criminals similarly "fell off from foot board and [rolled down] a steep embankment…and [he] remembered nothing more" (260) and caught in a comma. If the comma and remembering nothing can indicate a conceiving subject's disorienting state, the criminal's waking up and being safe from the danger of falling off from a slow-moving train may elaborate a man's "triumph over industrial time because the hero always get there on time to avert [an] industrial accident" (Daly 6) caused by a railway train. In Doyle's stories, many characters strived to conquer railway time and space by finding the location of railway station to catch the train in time or by jumping successfully into a right space to get away. They all suffered spatiotemporal disorientation or temporary memory loss, but they could regain their familiar memory and returned home safely by getting away from the possible danger caused by their bewildering perception of space and time in a society under the influence of mechanization and industrialization. The interaction between the conceiving subject

(Victorian people) and the disorienting perception (space and time they strive to conquer or to get familiar with) manifests a modernity issue, which is often featured with how people conceive or overcome a new industrialized (especially railway) space and time in a new condition.

The story plots of "Silver Blaze" (1892) and "The Adventure of Norwood Builder" (1892) feature the regulated and normalized space and time of the railway. In "Silver Blaze," Sherlock Holmes tried to solve a mystery of robbery case and perceive the railway space and time on train by "looking out of window and glancing at his watch," finding that the "rate at present is fifty-three and a half of miles an hour" (522). The "quarter-mile posts" (522) Holmes mentioned in this story displays the fact that the same distance (quarter-mile) among railway posts has already become a normalized measurement of spatial distance and even passing time, which may inspire a detective to shape his successful ratiocination.

In "The Adventure of Norwood Builder," Holmes concluded that a will was "written in a train" (789) and the good writing had been done when the train stopping at stations, bad writing done when the express train was moving, and the very bad writing done when the train was tremblingly passing over divergent points (of main line and branch line). The detective took advantage of the subtle correlation between passing space and moving time of a train and drawing up of the will, succeeding in solving a mystery in a building.

In "The Adventure of the Bruce-Partington Plan" (1908), again, the criminal manipulated the passing space and moving time of the Metropolitan (underground) train, including train passing at the parallel of the railway, the curve, and junction points of railway to commit murder and abandon victim's body. At the beginning of the story, a body was found at "a point close to the station, where the line emerges from the tunnel in which [the train] runs" (401).

Holmes later deducted the fact that the body beside the rail was just a red herring which misguided the police and the detective to consider that the rail close to the station was the first crime scene. Actually, the criminal made use of the window sill of a mansion very close to a location where parallel of railway lines made two underground trains slower down and nearly stop for a railway security operation. The murderer killed the victim in this mansion and put the body on the roof of a train through the window sill that was a little higher than the train when it was slowly passing or even stopping for a minute. The murderer just took the advantage of the

temporarily stopping train for abandoning the body on the roof of the train. Then, the body just fell down beside the rail when the train passed a curve, which misguided the detective to deduct a wrong ratiocination.

The railway space and time had been integrated into people's daily life. More accurately, people's living space could be accessed to the railway zone; or habitant in a house could seize the moment for putting something on the train when the train passed or temporary "stopped" underneath their window sill. Henceforth, they could even rest a body on the roof of the train. Like other aforementioned stories, missing tickets for tracing the criminal and victim's identity, character's losing sense of direction in darkness or in dense fog, and roaring train at midnight that bring forth a nearly horrible ambience in "The Adventure of the Bruce-Partington Plan" also delineate the impact of railway space and time on people's nervousness and uneasiness about the rise of the new machine technology, the railway.

The new railway machine had also marched its paces into the rural area and become an essential connection between the city and the country. It, nevertheless, helps accelerate the speed of urbanization of the countryside. In "The Adventure of Copper Beech" (1892), the rural area seems to be contaminated by the prosperous expansion of railway network and absorbed into part of the urbanization. The detective Sherlock Holmes told Watson on a moving train that the former "smiling and beautiful countryside" (502) demonstrate a " horror of countryside" (Wynnes 42), saying:

> You look at these scattered houses, and you are impressed by their
> beauty. I look at them, and the only thought which come to me is a
> feeling of the isolation and impunity with which crime may be
> committed there. (502).

To Holmes, the evil criminal hid in the tranquil and peaceful countryside. They are urban intruders from "the lowest and vilest alleys in London who are always "fill [him] with a certain horror" (502). It is an urbanizing process enhanced by the railway development that promotes a technological convenience and progression for a small suburban town but, in the meantime, deteriorates the tranquility and peace and even bring urban criminal into the countryside.

Transportation and Horror

The railway development in the nineteenth century led to a more industrialized and more urbanized society. This rise of modern transportation compresses people's moving time and shrunken space between two different locations. This spatiotemporal compression may confuse a conceiving subject's perception and even arouse an uncanny feeling toward a new "sublime landscape" (Robinson 106). The idea of "sublime" is often found in the nineteenth century Romantic poets and it refers to an "awe-inspiring spectacle"（Agathocleous 94）perceived by a man (poet) when he faces stunning and spectacular scenery or landscape. Put it another way, this awe-inspiring spectacle may alienate a conceiving subject from his sense of familiarity and certainty into a state he feels unfamiliar and even an ambiguous sense of terror.

This sense of terror can be related to the rise of industrial machine. In "The Adventure of Engineer's Thumb," the engineer in this story nearly died when an evil mastermind attempted to do away with him by taking and locking him to a panel room installed with a fatal industrial machine, the hydraulic press, when the switch was on and the black ceiling with mighty mechanic power was coming down upon him and nearly killing him (437). The clashing and destructive hydraulic press here indeed becomes a mechanic terror that gives the engineer a nightmarish and painful memory in his lifetime.

This mechanic terror is also illuminated in "The Horror of the Heights" (1913), though not related to railway, can explicitly exemplify a conceiving subject's fear of and anxiety about a rising of new perceptions of space and time on a modern technology. The pilot witnessed seemingly awe-inspiring sublime scenery presented or perceived on a new monoplane machine. However, the machine manifests a doom of mechanical terror seemingly replacing the prosperity of technological progression.

The pilot Joyce-Armstrong, flying high in the sky and feeling lost and nervousness when facing the disorienting scenery evinced his "anxiety to get clear" (16) of the exact place and time by his watch indicating no time and his unreliable compass showing no direction (20). He strived to, instead of staying and getting familiar with the strange and unfamiliar circumstance, "restore" his memory of original familiar space and time.

Again, Joyce-Armstrong's perceptions on monoplane are oscillating between the familiar spatiotemporal condition and unfamiliar one, which adumbrates his cognitive mapping or normalizing process of geographical and temporal modernization.

Michael Dirda argues that the visionary wonder in this story "strikes [the pilot] as sublime, owe-inspiring creature of visionary grandeur" (Dirda 57). Joyce-Armstrong saw the "cloud [which] was as dark and thick as a London fog" (20)" and "organic matter appeared to be suspended in the atmosphere, inchoate and diffuse like jelly-fish" (25)." Yet, these visionary wonders turn into a hellish sky permeated by "ghost-like creatures and air-snake monsters" (29). At that moment, the pilot "almost lost [his] senses, [feeling] shock and breathlessness" (22). Like other characters in aforesaid works, the pilot also experienced being lost in a disorienting state and perceiving a "nameless terror" (36). Also, the shocking effect caused by a modern machine flying into an unknown world of the sky may turn the beautiful sublime scenery into a horrible and haunted place. The sense of horror therefore arises from a conceiving subject especially when he attempts to get his familiar space and time in a disorienting state on a modern machine.

In "Final Problem" (1893), Holmes and Watson took train and traced Moriarty to Canterbury station. On the platform, Holmes experienced a shocking effect of facing the train with powerful and heat engine.

> Far away, from among the Kentish woods there rose a thin spray of
> smoke. A minute later a carriage and engine could be seen flying along
> the open curve which leads to the station...when it passed with a rattle
> and a roar, beating a blast of hot air into our faces. (748)

The rattle and roaring train is depicted as "the monstrous machine" (Gilbert 25) that gives the railway train a bad name by bearing a negative significance. In "Valley of Fear" (1914), the railway and an industrial small town in America are referred to a gloomy and uncomfortable experience in an industrialized coal-mine rural town in an outlandish valley. The projections of smoke and sulphur, dust and heat as well as railway workers bearing the odors and dirt of hard manual labor, along with "the evening train which connects the long line of coal-mining and iron-working settlements was slowly groaning its way up steep" (238) implicate the negative impact of mechanization and industrialization on this rural town, which is contaminated by "scattered mines and factories blackening the snow" (279). As the name of Valley of Fear suggests, a sense of dooming horror is overwhelming "in the hearts of the people

from the dusk to the dawn." (283). This invasion of modern machine, including industrial equipment and railway, into the original tranquil and peaceful countryside associates industrial technology with nervousness and uneasiness. It emphasizes again the late-Victorian and Edwardian people's horror of the monstrously marching machine with faster railway mobility.

Conclusion

The phenomenon of space and time on railway as well as a negative depiction of moving train exemplify a burgeoning phase a new industrial modernity boosted by the development of mobile technology especially the railway train. They cause visionary grandeur and a sense of uncertainty, sublime feeling, but turn into horror with the ambience of mist and darkness, a sort of spatiotemporal disorientation that challenges a conceiving subject's habitual (familiar) thinking mind. The horror caused by a "mechanic (railway) terror" indirectly lures a conceiving subject into a vacillating state and anxiety about mapping of space and perception of time or a sense of overcoming the unfamiliar space and time. It highlights a forming process of industrial modernity and disciplinary society in which people attempts to rationalize the regulation of space and time by overcoming the sense of horror and getting familiar with the new perception of space and time enacted by railway in an age of mechanization and industrialization.

References

Agathocleous, Tanya. *Urban Sublime and the Cosmopolitan Imagination in the Nineteenth Century: Visible City, Invisible World*. Cambridge UP, 2011.

Daly, Nicholas. *Literature , Technology, and Modernity. 1860-2000*. Cambridge UP, 2004.

Dirda, Michael.*On Conan Doyle: Or, The Whole Art of Storytelling (Writers on Writers)*. Princeton, New Jersey: Princetion UP, 2011. Print.

Douglas, Kerr. *Con Doyle: Writing, Profession, and Practice*. Oxford UP, 2013.

Doyle, Arthur Conan. "Horror of the Heights" *Tales of Terror and Mystery*. Doubleday P, 1977. 1-38.

---   . "The Lost Special." *Tales of Terror and Mystery*. Doubleday P, 1977. 221-263.

---   . "The Man with the Watches." *Tales of Terror and Mystery*. Doubleday P, 1977. 301-345.

---   . " The Adventure of the Copper Beeches." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 492-518.

---   . " The Adventure of Engineer's Thumb." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 423-443.

---   . " The Adventure of the Northwood Builder." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 781-805.

---   . "The Final Problem." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 736-755.

---   . "The Greek Interpreter." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 682-700.

---   . "Silver Blaze." *Sherlock Holmes: The Completed Novels and Stories. Volume 1*. New York : Bantam Dell P, 1986. 521-545.

---   . "The Adventure of the Bruce-Partington Plans." *Sherlock Holmes: The Completed Novels and Stories. Volume II*. New York : Bantam Dell P, 1986. 398-427.

---   . "The Valley of Fear." *Sherlock Holmes: The Completed Novels and Stories. Volume II*. New York : Bantam Dell P, 1986. 161-322.

Giblett, Rodney James. *Sublime Communication Technologies*. Basingstoke England; New York: Palgrave Macmillan, 2008.

Goody, Alex. *Technology, Literature and Culture*. Cambridge: Polity P, 2011.

Schivelbusch, Wolfgang. *The Railway Journey: The Industrialization of Time and Space*. Berkeley: U of California P, 1986.

Sparks, Philip, *Time, Space, Modernity and the Railway Age: A Train Journey through The Victorian Imagination*. Sepia Times P, 2014.

Wynnes, Catherine. "Philantropies and Villainies: The Conflict of the Imperial and the Anti-Imperial in Conan Doyle." Ed. Stacy Ellis and Phillipa Gates. *The Devil Himself: Villainy in Detective Fiction and Film*. London: Greenwood P, 2002.

Zemka, Sue. *Time and the Moment in Victorian Literature and Society*. Cambridge UP, 2012.

The Image of Overseas Filipino Workers (OFWs) as Reflected in Philippine Children's Literature: A Contextual Analysis

Ann Grace B. Bansig, De La Salle Santiago Zobel School, Philippines
Darrel Manuel O. Marco, Xavier School, Philippines

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
Every year millions of Filipinos opt to work abroad mainly for economic reasons. According to the Commission on Overseas Filipinos, approximately 10.5 million Filipinos worked or resided abroad in 2012. Stories about Overseas Filipino Workers (OFW) are often in the news, which are sometimes good, but most of the time bad.

Many Filipinos are employed as educators, seafarers, medical professionals, production and technical staff, etc all over the world. Additionally, many domestic workers are sought after because Filipinos are known for caregiving and patience. The rising flow of OFWs is unavoidable because Filipinos need to survive, even if this would mean separation from their families (Quinto, ADB, 2004).

This paper aims to explore how the image of OFWs is depicted in Philippine children's literature. How many children's story books contain images or stories of an OFW? Were they properly and accurately depicted and documented? The authors will examine ten (10) children's story books published within the last five years and analyse the plight of OFW's in Philippine children's literature anchored on the theory that *Literature mirrors life*.

Keywords: OFW's, children's literature, Filipinos, Philippine children's literature

Introduction

One of the rewards of literature is the pleasure it gives the reader whether child or grown-up (Almario, 1994). People turn to literature for information, leisure reading, entertainment, or even to escape reality. Some may like what they read, while some may not. Being able to relate to literary characters is one of the great influences of literature. In general, literature will always be a part of life.

Literature is also seen as a reflection of our society (citation). By providing "mirror books", Filipino children's literature create venues for re-thinking present conceptions of childhood and family relations, which will help to understand the complexity of their present world (Gangi and Barowsky as cited in Torres-Yu, 2011).

The phenomenon of migration is not a new concept in Filipino children's literature. Globalization has been transforming family structures and family relations, bringing fundamental changes to social and cultural worlds of Filipino children. This process invariably implicates mainstream Filipino children's literature in ways that re-affirm, as well as challenge, traditional representations of family and childhood (Torres-Yu, 2011).

This study focuses on the image of the Overseas Filipino Workers in Filipino children's literature, its implications and its sociological and cultural impact.

Background of the Study

Children's Literature in the Philippines

Filipino children's literature can historicize its roots from oral tradition. Except for the known "baybayin" – i.e. the oldest writing form of the prehistoric Filipinos, most folklores and tales were told orally. The *'caton'* or *'cartilla'*, which instructed children how to write the Roman alphabet, was the only available children's book during the Spanish colonization of the country. These, along with hymns and songs for the Virgin Mary, which were sung every *Flores de Mayo,* were the only available texts for children. The Americans, through the Thomasites, eventually brought in a lot of books to the country's shores. These included classics such as Aesop's fables, stories by Mark Twain and Louisa May Alcott. Most of these folklores, which were originally created for adults, were tailored to fit the reading needs of children (Alba, 2003).

The more significant of these stories were the ones published by Severino Reyes who used the pen name 'Lola Basyang'. Reyes published his story for children in 'Liwayway' magazine on May 25, 1925, the first of about 400 stories retelling folktales (Alba, 2003).

Traditionally, children's literature includes picture books, poems, short stories, plays or novels written for children. Films, comics, books, radio, television and computer multi-media software and their popularity with children have expanded this original definition (Paterno, 1996).

In the last decade, children's literature in the Philippines has become a big market. Many Filipino authors are being published now and there is now an awareness in patronizing locally produced books. Many Filipino adults today will remember how their childhood was spent with characters such as Pilandok, Tiktaktok at Pikpakbom, Digong Dilaw, Ibong Adarna and Langgam at Tipaklong. All these were possible through the concentrated efforts of local publishing houses such as Adarna House, Cacho Publishing and Bookmark, and the organizations Philippine Board on Books for Young People (PBBY), Children's Literature Association of the Philippines, Inc. (CLAPI) and National Commission for Culture and the Arts (NCCA).

Overseas Filipino Workers (OFWs)

The OFWs have become a major force that has been sustaining the country's economy. No less than Senator Manuel A. Roxas in 2005 has admitted that OFWs "have kept us afloat over the last few years and are thus a central leg of our economy" (Carandang, 2007).

According to the study conducted by the Department for International Development (DFID) in 2007, they defined migration as an economic, social and political process that affects those who move, those who stay behind, and the places they go. And with the advent of globalization, labor migration has become a worldwide phenomenon. People are crossing borders to search for better job opportunities and to provide a better future for their families (Reyes, 2007).

Philippines is the major supplier of labor migrants to over 100 countries and the leading female migrant sending countries along with Indonesia coming from the region of Asia. Based on the "Stock Estimate of Overseas Filipinos" in 2005, more than 8 million (10%) out of the 85 million Filipinos were working or living in abroad. While over 72% of total migrants from the Philippines were women workers. Many of these women work as domestic helpers, nurses, caregivers, and entertainers.

The absent-mother seems to be the emerging common form as an increasing number of women continue to join the international labor market. According to Yinger, recent assessment shows that men no longer constitute the majority of international migrants. Hence, it is estimated that about 10 million children are growing up without a mother (Carandang and Lee-Chua as cited in Torres-Yu, 2011).

OFW children grieve, worry and fantasize about their parents coming home. In time, they become numb to the absence: they become like orphan. Young children cope by playing, while older ones strike up friendships and rationalize the departure of their parents. Meanwhile, OFW teenagers, particularly females, acquire the inclination to look elsewhere for parental care (Bautista, 2011).

Given these scenarios, there were many heart breaking circumstances that resulted from the migration of a parent/s to become an OFW such as: prone to crime, drug dependency, alcoholism and gender identity problems. Alarmingly, there were also reports on incest between fathers left behind and the older female children.

OFWs in Filipino Children's Literature

This study will look into the image of the OFWs as depicted in Filipino children's literature. In the last decade, there is a great improvement in the publication of Filipino children's books. More and more Filipino authors have their written work published. Among these books, how are the OFWs being presented?

Methodology

This study will use contextual analysis as a method to obtain results. This will include formal analysis, which will include a discussion of who made it including the author's background, what era it was written and its cultural significance, the format used, its social purpose and target audience, summary and relevant review.

The selected published books for the contextual analysis are the following: *Displaced* by Aneka Rodriguez; *Dear Nanay* by Zarah Gagatiga; *Lost at Sea* by Raechelle Castellon; *See, I'm holding Daddy's hand* by Edilberto Sulat Jr.; *Si Pepe at si Pilar* by Ed Maranan; *My father, the shape shifter* by Maria Cecilia Sevilla; *May higante sa aming bahay (There's a giant in our house)* by Rhandee Garlitos; *Ang mga kahon ni Kalon = Kalon's boxes* by Michael Coroza; *Mister World and his magical box* by Alelie Drew Ayroso; and *Uuwi na ang nanay kong si Darna* by Edgar Samar.

Discussion & Findings

The following tables summarizes the image of the OFWs in the ten selected Philippine children's literature:

Tables 1-6 : Summary of contextual analysis

Selected Children's Books for the Contextual Analysis of the Image of OFWs in Philippine Children's Literature

Title of the book	Author / Background of author	What era was it written? Cultural meaning and significance	Format	Target audience	Social purpose *Image of the OFW*
1. Displaced	Aneka Rodriguez is a future lawyer who once worked for Adarna House as its senior writer and researcher. She has a degree in Broadcast Communications from the University of the Philippines where she also took up masteral studies in literature. Displaced, a novel for young adults written in verse, is her first book. (book (http://adarna.com.ph/authors/aneka-rodriguez/)	2009: The Survey on Overseas Filipinos (SOF) conducted in October 2009 recorded a total of 1.9 million Overseas Filipino Workers (OFWs) in the country during the period April to September 2009. Of this total, 47.2 percent or approximately 900 thousand were women. Source: http://web0.psa.gov.ph/content/close-half-ofws-are-females-results-2009-survey-overseas-filipinos	Verse; 152 pages; some illustration	**Teenagers** growing up with *mothers* working abroad	The OFW is a single mom. She has to work abroad to support her child whom she left with her mother (child's grandmother). Global Parenting, wherein parenting becomes a long distance love affair synchronized with the fast paced development of technology (Reyes, 2007). Image: Global parent
2. Dear nanay	Zarah C. Gagatiga is a teacher-librarian, storyteller, blogger and children's books author. She was inspired to write this book during her trip back from a conference abroad where she was seated next to a woman who is an OFW. This book also made her recall about the two years that his dad spent working as an OFW.	2013: The number of overseas Filipino workers (OFW) being deployed to other countries has been constantly increasing for the past 3 decades. Singapore is one of the top five (5) destinations for OFWs. About 10.2% out of 70% of OFWs work in Singapore. Source: http://www.rappler.com/nation/32361-ph-migration-report-ofws	Short storybook, 32 pages, colored & illustrated	**School-aged children** with *mothers* working abroad	The OFW is a mother who works in Singapore. Leaves home to provide for her husband and 3 children's studies and daily needs. Philippines is a patriarchal society but today more and more women / mothers leave home to work abroad. Image: Sacrificing and loving mother; man of the house

| 3. Lost at sea | Raechelle Castellon is a freelance writer. She lives in Quezon City with her five-year-old daughter Eleanor Iskra. "Lost At Sea is a story that is a product of something bigger than me," she says. She is not a daughter of a seafarer or overseas Filipino worker (OFW), but she has friends who are. She saw how many of them grew up feeling resentful and estranged from their absentee parent who, they later realize, were working not only for them but for their extended family as well. Can that story be told to young children? Raechelle does, in Lost At Sea. | 2010-2013: According to Philippine Maritime Industry Facts, the Philippines is the world's main supplier of seamen since 1987 and is the manning capital of the world. The ratio is 1 out of 5 seamen in the world is a Filipino. In 2013, the number of Filipino seafarers in the world is approximately 460,000 in comparison to the 250,000 figure in 1996, about 21% from the total number of OFWs in 2013. | Children's storybook with colored Illustrations; 24 pages | For all **seafarer's children** around the world | The OFW is a father who works as a seaman or seafarer. It turned out that he provides not only for their family but also to their relatives.

Image: Generous, Good provider and family supporter to relatives |
|---|---|---|---|---|---|
| 4. See, I'm holding daddy's hand | Edilberto B. Sulat Jr. is the University Relations Officer of the University of the East. He is the Editor-in-Chief of UE Today, the official publication of UE's management. He has contributed album reviews to Jingle chordbook magazine and written entertainment- and lifestyle-oriented material | 2010-2013: According to Philippine Maritime Industry Facts, the Philippines is the world's main supplier of seamen since 1987 and is the manning capital of the world. The ratio is 1 out of 5 seamen in the world is a Filipino. In 2013, the number of Filipino seafarers in the world is approximately 460,000 in comparison to the 250,000 figure in 1996, about | Children's storybook with colored Illustrations; 24 pages | For all **seafarer's children** around the world | The OFW is a father who works as a seaman to support their family.

Image: Good provider / strong dad |
| | for various magazines, two TV shows and several newspapers, including the Philippine Daily Inquirer. He has been married for eight years and has a six-year-old daughter. He lives in Quezon City, Philippines. | 21% from the total number of OFWs in 2013. | | | |
| 5. Si Pepe at si Pilar | Ed Maranan is a poet, essayist, fictionist, playwright, writer of children's stories, and translator. Maranan has won a total of 30 Carlos Palanca literary prizes for his works in English and Filipino, and was inducted into the Carlos Palanca Memorial Awards for Literature Hall of Fame in 2000. | 2010: Domestic work is one of the most important sources of employment for Philippine women both in the country and abroad. About one-quarter of Philippine workers deployed overseas every year enter domestic service. Concern for their safety and protection from abuse is particularly strong in the Philippines in the aftermath of the execution of Flor Contemplacion, a Philippine domestic worker in Singapore in 1995 (ILO report).

Source: http://www.ilo.org/wcmsp5/groups/public/@asia/@ro-bangkok/@ilo-manila/documents/publication/wcms_124895.pdf | Children's storybook, colored illustrations; 22 pages

Language: Filipino | For all OFWs and their families | The OFW is a mother who forced to work abroad to support the medicine of his ill husband and the schooling of her children.

Image: Man of the house; sacrificing and loving mother; died a hero |

6. My father, the shape shifter	Maria Cecilia Sevilla dedicates this story to her father, who has been a shape shifter when he worked in China for five years	2011-2013: The large number of Filipinos overseas has made the Philippines one of the most tech-savvy countries in Asia, with a significant part of the population using different technology tools to keep in touch with family members abroad. "The findings show that technology has become an intrinsic part of our daily lives. Filipinos are big believers that technology helps us to communicate better, and it is obvious from the rate of adoption that everyone from young kids to grandparents is finding technology easier to use," said Mae Moreno, Microsoft Philippines Windows Client product manager. Read more: http://technology.inquirer.net/6155/o fws-make-philippines-asia%e2%80%99s-most-hi-tech#ixzz3VdK9PtC3 Follow us: @inquirerdotnet on Twitter	inquirerdotnet on Facebook	Short storybook, 32 pages, colored & illustrated; bilingual (English & Filipino)	Young children, who despite the distance from their OFW parents, can still keep in touch through the aid of technology	OFW fathers, despite working abroad, are still significant and familiar to their young children because of constant communication through the help of technology i.e. videochat, facetime, cell phones and other gadgets.
7. May higante sa aming bahay (There's a giant in our house)	Rhandee Garlitos wanted a story that glorifies and demystifies the Filipino father. In a society where the Filipino mother is always put in a positive light and the Filipino father relegated at the background, he decided to write a story that could possibly break ground on the way the Filipino child considers an important figure in the family.	2009: Female OFW skilled workers were given much consideration and so much exposure during this year. Almost half of the total1.9 million were female while the other half were men, who are both single and married.	Short storybook, 32 pages, colored & illustrated; bilingual (English & Filipino)	Young children who are not familiar with their OFW fathers	OFW fathers working abroad: their children, especially the younger ones, not being able to relate and be familiar with them.
8. Ang mga kahon ni Kalon = Kalon's boxes	As a well-known poet, Michael Coroza wanted to get out of his box and wrote this short story for Filipino children. He dedicated this story to OFW families.	2009: Due to lack of legal assistance and support from the Philippine government and slow repatriation efforts especially in the Middle East-North Africa (MENA), many OFWs either die abroad because of illness, abuse of employers, or become victims of war and calamities, etc.	Short storybook, 32 pages, colored & illustrated; bilingual (English & Filipino)	Young children with OFW parent/s; Wives/husbands of OFWs	OFW fathers and/or mothers, who are willing to sacrifice even their lives just to help alleviate the financial burdens of their families and loved ones
9. Mister World and his magical box	Alelie Drew Ayroso was inspired to write this book when her husband was abducted by suspected state security forces in 2002, which pushed her to become a member of the Families of the Disappeared for Justice (Deseparacidos)	2012: Due to lack of legal assistance and support from the Philippine government and slow repatriation efforts especially in the Middle East-North Africa (MENA), many OFWs either die abroad because of illness, abuse of employers, or become victims of war and calamities, etc.	Short storybook, 32 pages, colored & illustrated; bilingual (English & Filipino)	Young children and families of OFWs	OFW fathers, who having been working abroad, try to send as much love as they can back home through the images of materials things; despite the odds and dangers of not being able to go back home alive.

10. Uuwi na ang nanay kong si Darna	Edgar Samar wrote this book back in his Senior Year in college. Inspired by Filipino Domestic Helpers (DH), who leave the comforts of home and face the barriers in language and culture for the sake of the family's well-being. Driven by circumstances, these DH make decisions for the benefit of their loved ones and those they care for. Working abroad and being a DH at that is not something to be ashamed of.	2002: Domestic work is both an integral and invisible part of Filipino society. The practice of employing domestic help is historically embedded in Filipino culture and continues to be part of everyday life. Related traditions, such as migrating in search of employment and the boarding of less well-off relatives in exchange for household help, likewise are socially accepted and widespread in occurrence. The presence and affordability of domestic help allows women in middle and upper-income classes to leave their household duties and enter the work force, thereby contributing to the economic growth of the country. Source: http://www.ilo.org/wcmsp5/groups/public/@asia/@ro-bangkok/@ilo-manila/documents/publication/wcms_124895.pdf	Short storybook, 29 pages, colored & illustrated	Families of OFW domestic helpers	OFW mothers showing strength and courage despite being far away from their families.

Displaced by Aneka Rodriguez

Discussion:
Displaced as a title is very apt for this story whose main character is a teenager. She is already 12 when her mother left, but as time passes by her memory of her nanay is fading away. As a teenager, she is at critical stage where a mother's physical presence is very important. This is the puberty stage where she feels awkward about herself and she is starting to have crush at school. She is also living at the technology-rich environment and has access to most social media applications and websites such as yahoo messenger and Facebook.

Elay, the daughter in the story narrates how her mother has a big dream for her so she has to work abroad to realize that for her. Her mother will always sends her text messages and email to check on her and her grandmother whom was entrusted to live with her. Her father on the other hand seemed out of the picture as he was apparently also works abroad before but never came back.

The coming home of Elay's mother has been awkward time for both of them because they've been used to communicating from a far. There was a parental authority issue between them and they started to have little fights and power struggle at home. The global parent is already at home imposing authority in person. In this novel, it clearly depicts how family relationship has been disrupted because of the movement of Filipinos outside the Philippines. What is lacking in this novel at the end was that, there was no evidence of closure or reconciliation between the mother and daughter.

Dear nanay (Mahal kong nanay) by Zarah Gagatiga; illustrated by Liza Flores

Discussion:
 This is a very simple yet very heart-warming story which was narrated by a child who misses her mother who has to work abroad. She was made to understand the reasons why her mother has to work away. The child can't compare all the gifts and material things that they get to the longing with the presence of their mother at home. The separation of children and mother is a sad reality with the OFW families.

Mothers have an integral role in child rearing and when she has to leave home to work abroad, the children who were left behind have a hard time adjusting and coping. In this story, the responsibility of child rearing is befell on the father's shoulder. In Dear Nanay, the father explained to his children that they should not be sad because their mother is working hard so they could have better things in life. Nanay sacrifices for the betterment of their family. In the context of the Filipino society, it's the father who should work for the family. But today, more and more women / mothers work abroad. There is now a reversal of role in the family. What's good in this story is that the children were understanding and they always keep writing to their mother to express how much they love and miss their mother.

Lost at sea by Raechelle Castellon; Illustrated by Maria Bernadette Solina-Wolf

Discussion:
Many children are growing up with absentee fathers because they have to work overseas. More often, the mother who was left behind also acts as the father. This is the common scenario in the OFWs families. The father is absent in the growing up years of their child and his presence is felt virtually through the advent of communications using technology. In this story, technology-based communications was not used, instead, it was through pictures and audio tapes. That was the way of communication in the family where the child grew up only hearing his dad's voice. Hence, she barely knew her dad because he only came home occasionally, until the day he finally came home because he suffered stroke. Steady communication is important to hold the family together while one member is sacrificing for the family. Shared photos and audio tapes clearly shows strength in communication even though the words "I miss you" and "I love you" are best heard in person. OFWs families has rely to different modes of communication just to keep up with the happenings and daily occurrences at home that they have missed witnessing and experiencing personally.

A child growing up without a clear memory of his father is also a typical scenario. Coming from the perspective of a young girl, this is very sad. But it was reconciled at the end when the seaman father came home after suffering from a stroke. They had a chance to re-acquaint and bond with each other.

On the part of child-rearing, the shared responsibility becomes one-sided because the other parent is away. The full burden befell on the mother's shoulder. All the troubles, problems and decision making in the family were implemented by the mother and is shared via the long distance relationship.

Another important insight in this book was the part where the coming home of the father which was happily celebrated not only by the immediate family but also their relatives. Whenever an OFW is coming home, it is always a festive occasion as evident in the story. Apparently, the father also gave financial support to the extended family (relatives) as was revealed at the last part of the story. Supporting your extended family or relatives is a family custom and tradition that up to this day still holds true. Within the family, those who have means and capable of financial help always give help.

See, I'm holding daddy's hand by Edilberto B. Sulat Jr.; Illustrated by Palma Tayona

Discussion:
This is another story of a seaman father who works away in a ship to support his family. The story was narrated by the young boy who misses his dad so much. He was able to cope by imagining his father's hand always holding him no matter what happened. The young boy understands that his father's job as a seaman is not bad even though he is far away from the family. In this story, the father told his son that his working away help keep his son and mommy's tummy filled; all the utilities paid; that he has allowance every time he go to school and to even make sure that he is at school. All these are economical in nature and is again typical of why there is an OFW in the family.

This is similar with the first seaman story where the mother and son were left behind and all the responsibility is left with the mother. Again, the son is growing up with an absentee father and the father misses out on a lot of things that is happening with the son. The father's image here is a father who is very strong and one who loves his family so much.

Si Pepe at si Pilar by Ed Maranan; guhit ni (illustrated by) Marlon Perez

Discussion:
This story was written in rich Filipino language and depicts the simple life of Filipinos who live in the province. The main character are two children who were friends and neighbors. They attend the same school and they are both honor students in class. They share with each other their life's dream when they grow up. Their parents are friends and also share the work in the field and whatever jobs they can find to meet both ends.

When Pilar's father got ill, her mother started doing jobs in the city three times a week until she accepted to work abroad as a domestic helper in Canada. Pilar was so sad and did not like her mother to leave them. But someone has to work to support the medicine needs and matriculation of her and her siblings. When Pilar's mother started working abroad, Pilar's grades in school dwindle. Before she was an outstanding student, but when her mother left, she studies suffered. She also has to assume all the mother's work at home. In this story, the responsibility of child-rearing and domesticity at home befell with Pilar. For a child like her, that is too much to have even if she has an aunt to help out in the family. Pilar was forced to grow up into maturity because she has assumed bigger role at home when her mother left.

It was also clearly depicted in the story the improvement in the life of Pilar and their family. Now, they have a television when before only the barangay captain have in their place. Again these are material things that can never buy back the time of Pilar's mother away from the family. But this is a sacrifice a mother has to do for the sake of her family.

This story has a very depressing ending. Pilar's mother died while working overseas and her death was not resolved in the story. This is the other side of the plight of the OFWs in search of greener pasture. Many of them became a victim of torture,

physical abuse and death leaving their family in grief and in search for justice. In the end, Pilar told herself that when she became a teacher someday, she will not leave her hometown but will stay her as a teacher.

May Higante sa aming Bahay = There is a giant in our house by Rhandee Garlitos; illustrated by Ferdinand Guevarra III, published in 2009

Discussion:
This is a story told from the point of view of a very young boy, Matt Matt, who was surprised seeing a very big man inside their house one day. Turned out, that big man, whom his mother, older brother and sister happily received and welcomed to their home was his father, working abroad as an OFW. It was not explained how his mother was able to explain to him the absence of his father while the father was away working abroad.

In general, OFW fathers and/or parents have hard times and feelings when they get back home and their children are not familiar with them. Children in turn, are in need of role models, who may be the adults in their home. Sometimes, children even feel neglected and resentful towards their absent parent. Given these circumstances, most of the time, only one of the parents, or worse, none serve as role models for their children. Sometimes, the grandparents or other relatives take charge of the care for the children.

My father, the shape shifter = Ang tatay kong nagpapalit-palit ng hugis written by Maria Cecilia Sevilla and illustrated by Jomike Tejido, published in 2013

Discussion:
The large number of Filipinos overseas has made the Philippines one of the most tech-savvy countries in Asia, with a significant part of the population using different technology tools to keep in touch with family members abroad.

"The findings show that technology has become an intrinsic part of our daily lives. Filipinos are big believers that technology helps us to communicate better, and it is obvious from the rate of adoption that everyone from young kids to grandparents is finding technology easier to use," said Mae Moreno, Microsoft Philippines Windows Client product manager.

In this story, despite being away from home, through the help of technology, Luis' father becomes a cell phone, a computer or even a toy car. Despite the distance, they can still keep in touch with each other. As time goes by, it is inevitable that the boy would miss his father but with the aid of modern technology, his father is either just a call or chat away. Although the boy also sometimes feels loneliness because of the absence of his father but this is being compensated with hours of talking and chatting through cell phones and the internet. This is one of the happier stories about OFWs.

Uuwi na ang nanay kong si Darna written by Edgar Samar and illustrated by Russell Molina, published in 2002

Discussion:
One of the sad realities is that Filipinos or Filipinas for this matter, are often typecasted as Domestic Helpers (DH). It is true that there are many DH employed around the world but is also a fact that there are also Filipinas who work as engineers, doctors, nurses, teachers, etc. abroad.

In this story, the nanay (mother) is being compared to Darna, a Filipina heroine known for her courage and being kind-hearted. She is working as a DH abroad to help sustain the studies of her son and for the family to be able to have a decent life. Working because of economic reasons and although she does not have any super powers, she can make everything clean in one sweep, shiny in one swipe, and turn any grimes into dimes, all the while singing her favourite songs. Throughout the story, it is depicted how the mother works hard despite being away from the comforts of home and facing the barriers in language and culture for the sake of the family's well- being. She always makes decisions for the benefit of her loved ones, not just her immediate family but with her other relatives as well.

Told from the point of view the son, the reader can automatically see how much he misses his mother. Despite her absence, the father is always there to show him love and affection, and try to explain to him why his mother has to go away to a faraway land. Sometimes the mother would send stuff and material things to compensate for her absence but the son always looks forward as to when her mother would some home.

The time the mother came home is such a happy experience for the whole family, especially for the son. No material things can ever replace his mother's place in his heart.

Mga kahon ni Kalon = Kalon's many boxes written by Michael Coroza and illustrated by Gigi Lapid, published in 2010

Discussion:
Told from a third person's point of view, this story is one of the sadder and harder points of being an OFW. Many Filipinos venture and risk going abroad despite the odds of having abusive employers, contractualization and non-regularization, accidents and calamities abroad or while on board a ship, illnesses and plagues, just to compensate for their and their families economic needs.

This story of Kalon, who grew up in a very poor community, is one hard pill to swallow. Poverty and hunger is rampant in the cities of Metro Manila. People tend to flock there to look for stable jobs that may sustain their lving. Sadly, not everyone is given the opportunity of having a good income-earning job and many settle for daily wages, which are below the necessary amount for their family's daily needs. Many opt to try their luck and apply as blue-collar or skilled workers abroad.

Out of luck and hard work, Kalon's father was one of the few, who was able to go abroad and work there. As he earned money in Dubai, he kept sending Balikbayan

(homecoming) boxes, which contain different merchandise and stuff, to his family including Kalon that can help them. Despite the many boxes, which really help a lot in the living of Kalon's family, he knows that this will not compensate for the absence of his father. Until one fateful day, the box that came home did not contain merchandise anymore, instead the body of his deceased father.

This story just shows how much Filipinos are willing to sacrifice their lives just to earn a decent living for their families. Sadly though, the Philippine government lacks legal assistance and repatriation efforts are very slow especially in the Middle East-North Africa (MENA), causing many OFWs to die abroad either because of illness, abuse of employers, or as victims of war and calamities, etc.

Mister World and his magical boxes = Si Ginoong Mundo at ang kanyang mahiwagang kahon by Alelie Drew Ayroso; illustrated by Frances Alcaraz, published in 2013

Discussion:
This story has a lot of similarities with Kalon's many boxes. The only and big difference is that the father is employed as an engineer and not a blue collar worker. Thus, his work brings him to the different corners of the world thereby sending his family balikbayan (homecoming) boxes containing different souvenirs and famous items from the particular places he has visited. The father is also well-equipped with different languages because of his exposure to different cultures, which he in turn, teaches to his children. He also sends them different currencies and foods from the places he's been to. The father is a hardworker and he does this to send his children to good schools. He provides for the needs of his immediate family.

The family's mean of communication is through cell phones and letters. The father would often send letters with different languages in it enveloped in his love together with his magical box. Although one day, a different letter arrived at the family's doorstep. It contained the sad news that the father was abducted by pirates while on board a ship. Distraught, the family missed the father so much. Eventually, more letters arrived containing how great the father was. A balikbayan containing many items also came coming from the father's many friends around the world.

The absence of a father and/or a mother, who works as an OFW is already a big challenge for a household. But the bigger challenge is how families of OFWs face uncertainties and insecurities that any time, those family members may be taken away from them through the natural course of death. It is also a big challenge to explain it especially to children of very young age. OFWs sacrifice a lot including their lives for the convenience and comforts of their families back home.

Conclusion

Among the ten selected stories, here is how OFWs are depicted in Philippine children's literature:

1. Working abroad equals better life – The main reason of working abroad is to provide a better life for the family left behind. All sacrifices of working abroad compensate for the better life of the family in the Philippines.

2. Extended family support – Filipino tradition includes helping not only the immediate family but also the relatives of the OFWs. Because OFWs are perceived to have more capacity to help financially, relatives come to them to ask for help.

3. Heroism (family and nation) – OFWs are hailed as modern day heroes because of the remittances that they send back home which also boost the economic conditions of the country.

4. 'Balikbayanbox'- This is also very traditional Filipino customs to send presents or gifts in the form of balikbayan boxes. OFWs always bring home something for everyone whenever they come home. This is evident in some of the books selected for this study.

5. Global parenting – OFWs are global parent because even though they are working away from home and from the family, they still communicate with their children through various technology available to them. Even if they are away, that does not stop them from being a parent/s to their child/ren.

6. Material things cannot replace physical presence – As mentioned earlier, OFWs aim for a better life that is why they opted to work abroad. They send money and gifts to compensate their absence but these material things cannot replace their physical presence. Warm hugs, kisses and being around is still needed by their loved ones.

7. Domestic violence – There are OFWs who leave home to work abroad to escape domestic violence in their own home. Sadly, there are OFWs who also suffer violence in the hands of their employer.

8. Lack of government support legally – There were two stories where the OFWs came home dead. It took a while before the bodies were able to transport back home. In this case, lack of government support in legal terms is lacking. Also, there are countries where Philippine embassy does not exist.

9. Great sacrifice – OFWs stay employed abroad despite abusive employers, tenureship, illness, calamities and accidents, and death because back home in the Philippines there is uncertainty for a better job. It is better to work abroad that be in the country jobless.

References

Filipino Stories, story books and novels

Ayroso, A. (2013). Mister world and his magical box. Philippines : Lampara Publishing House.

Castellon, R. (2010). *Lost at sea. Illustrated by Maria Bernadette Solina-Wolf.* Philippines: Gig and the Amazing Sampaguita.

Coroza, M. (2010). *Ang mga hakon ni Kalon = Kalon's boxes*. Philippines : Lampara Publishing House.

Gagatiga, Z. (2013). *Dear nanay. Illustrations by Liza Flores.* Philippines: Lampara Publishing House.

Garlitos, R. (2009). *May higante sa aming bahay (There's a giant in our house).* Philippines : Adarna House Inc.

Maranan, E. (2010). *Si Pepe at si Pilar. Guhit ni Marlon Perez.* Philippines: C&E Publishing, Inc.

Rodriguez, A. (2009). *Displaced*. Philippines : Adarna House and Filipinas Heritage Library.

Samar, E. (2003). *Uuwi na ang nanay kong si Darna*. Philippines : Adarna House Inc.

Sevilla, M. (2013). *My father, the shape shifter*. Philippines : Lampara Publishing House.

Sulat Jr., E. (2010). *See, I'm holding Daddy's hand. Illustrated by Palma Tayona*. Philippines: Gig and the Amazing Sampaguita.

Scholarly sources

Reyes, M. (2007). Migration and Filipino children left-behind : a literature review. Miriam College – Women and Gender Institute (WAGI) for the United Nations Children's Fund (UNICEF)

Torres-Yu, R. (2011). Childhood and family in contemporary children's fiction : resilience, agency , and emergence of new gender norms. Kritika Kultura : Ateneo de Manila University.

Books

Alabado, C. (2001). Multimedia multicultural children's literature in the Philippines : a historical   perspective. Quezon City : New Day Publishing.

Almario, V. , Paterno, M., Sunico, R., Villanueva, R. ed. (1994). Bumasa at lumaya : a sourcebook on children's literature in the Philippines. Pasig City, Philippines : Anvil Publishing.

Carandang, M. (2007). Nawala ang ilaw ng tahanan: case studies of families left behind by OFW mothers. Manila : Anvil Publishing.

Online Sources

Bautista, V. (2011). What happens to children of OFWs? Retrieved on March 20, 2015 at http://www.transformnation.ph/what-happens-to-children-of-ofws/

Contact email: bansigab@dlszobel.edu.ph
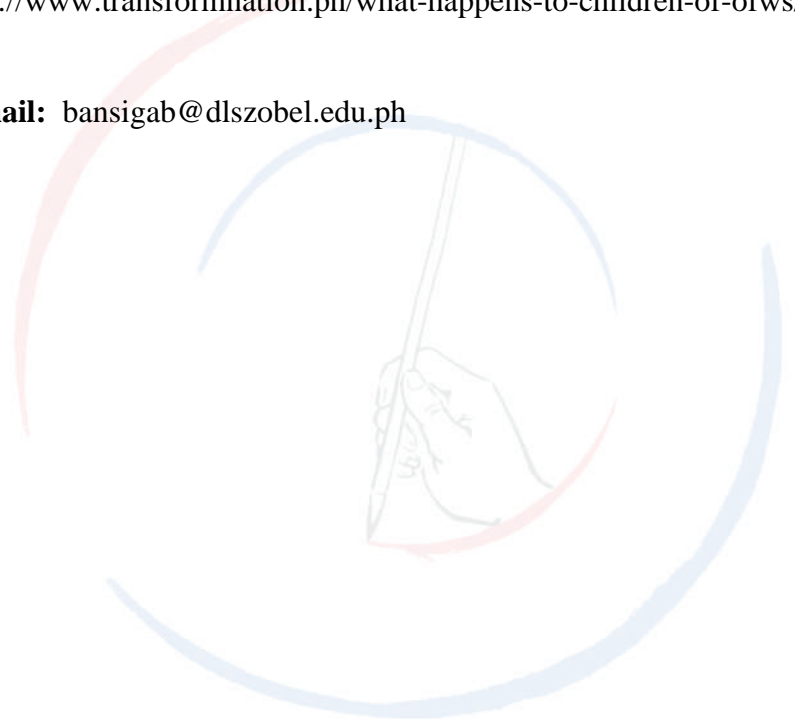
What Makes Them Flip the Pages? An Information Literacy Skills Assessment of the DLSU Integrated School Grade 9 Students

Candy May Schijf, De La Salle University, Philippines

Abstract
In the LIS literature, emphasis was and always been on the importance of information literacy as a life-long skill that does not only contribute to academic excellence but also in the performance of simple everyday tasks. In this paper, the former contention is to be highlighted. To borrow Varlejs and Stecs (2014) thoughts – information literacy is a desired learning outcome at the high school as well as in the college level. Certainly, the DLSU Integrated School as a learning institution also encompasses this ideal as they teach and nurture their students holistically.

This paper aims to provide a snapshot of the information literacy skills of the Grade 9 students of the DLSU Integrated School using the Tool for Real-time Assessment of Information Literacy Skills (TRAILS), a knowledge assessment project of Kent State University. The items in the assessment are based on the American Association of School Librarians' (AASL) Standards for the 21st Century Learner. It is hoped that the result of the general assessment will aid in determining how well the Grade 9 students are against the AASL benchmarks, thus pinpointing areas that can serve as important inputs in incorporating information literacy concepts in the curriculum.

Keywords: *information literacy assessment, TRAILS, information literacy standards*

iafor

The International Academic Forum
www.iafor.org

Introduction

Librarians are natural advocates of the importance and relevance of libraries in society. Beyond the role of libraries as providers of quality information materials and the unique capacities of librarians to make utmost use of these materials in helping their clients, there is a greater responsibility of imparting a lifelong skill to the community – the teaching of information literacy. Information literacy is a perpetual buzzword in the field of librarianship especially in the era where there is multiplicity in the choices of obtaining information about any topic. By far the most commonly cited definition of information literacy is 'the set of skills needed to find, retrieve, analyze, and use information' (ALA, 2014). Greater appreciation on information literacy can be made by simply highlighting its importance as a frontline skill in arriving at informed decisions in life.

Constant interest has been on this concept and the creation of standards attest to its significance. Leading this initiative is the American Library Association. Thus, this paper utilizes the standard set forth by one of its divisions, the American Association of School Librarians' (AASL), *Standards for the 21st Century Learner*. This standard is aimed at providing 'vision for teaching and learning to both guide and beckon' school librarians to develop into education leaders by shaping the library program along with shaping the learning of students in the school (ALA, 2014). Its main belief is that learners use skills, resources, and tools to accomplish four (4) fundamental objectives: 1.) to inquire, think critically, and gain knowledge; 2.) to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; 3.) to share knowledge and participate ethically and productively as members of our democratic society; and 4.) to pursue personal and aesthetic growth. Each of the objectives constitutes four (4) elements, i.e. skills, dispositions in action, responsibilities, and self-assessment strategies for the learners. Under each element are benchmarks that indicate fulfillment of expectations. Since the initiatives of the AASL are directed towards school librarianship and precisely in the K-12 setting, this will be the benchmark on which the information literacy skills of the Grade 9 students of the DLSU IS is assessed. This activity, as it is a pioneer assessment is hoped to be useful in all possible merits. Schloman and Gedeon (2007) is correct when they surmised that library media specialists welcome measures that help them assess and improve their impact on student success (p.45).

Needless to reiterate, assessment, in any field is a necessary step towards the fruition of institutional goals. As cited by Butler (2014), according to Oakleaf (2013), there are three (3) major assessment approaches for information literacy: fixed-choice tests, performance assessments, and rubrics. For the purpose of this study, since it is a maiden check of the information literacy skills of a particular grade level in the DLSU IS, fixed choice testing is utilized. This aim can best be realized thru the use of standards-driven information literacy tests, such as TRAILS (Owen, 2010). A TRAIL is a popular acronym for *Tools for Real-Time Assessment of Information Literacy*. It is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. It was envisioned by Kent State University Libraries as a tool that would provide a snapshot of high school students' understanding of basic information literacy concepts. The assessment items are based on the American Association of School Librarians' *Standards for the 21st Century Learner* and those from the Common Core State

Standards Initiative that have been adopted by most states in America (Kent State University Libraries, 2014). However, indicators for the latter will not be taken into consideration in this study only those of the former.

TRAILS had been chosen as the assessment tool for this study for a variety of reasons but foremost is convenience and accessibility, i.e. use is at no cost to the DLSU IS Library and it can be administered countless times to numerous students via exclusive sessions. Essentially, Owen (2010) mentioned unique benefits of TRAILS including its capability to quickly capture a large amount of information about student learning; by including questions in five areas of information literacy skills, school librarians can get thorough picture of student skill weaknesses and strengths; it can be used for pre- and post-testing of students such as measuring differences in student learning; and its report module provides easy access to student scores, both individually and as a group, thus minimizing the time school librarians spend analyzing assessment data (p.36).

With these stated, this study is likely to be beneficial in terms of assessing the strengths and weaknesses of the Grade 9 students in the five (5) areas of information literacy incorporated in TRAILS, having a baseline data of where to start augmenting the library program to collaborate with teachers and monitoring information literacy skills growth across the years as TRAILS provides for this function.

Objectives Of The Study

This study aims to provide a snapshot of the information literacy skills of the Grade 9 students of the DLSU Integrated School using the Tool for Real-time Assessment of Information Literacy Skills (TRAILS).

On hind sight and deriving from the objectives of TRAILS, this study also aims to utilize a class assessment tool that is standards-based, provides for both class and individual outcomes but still assures privacy, Web-based, easy-to-use, and available at no cost.

Methodology

This study utilized the fixed-choice test approach in assessing the information literacy skills of the DLSU Grade 9 students. This was made possible using TRAILS at *www.trails-9.org* where establishing an account is mandatory. With a valid account set up, its various features are readily and freely available for use. The 9th Grade General Assessment 1 was chosen for this study as TRAILS was initially created for 9th graders until its recent improvement to include assessments for other grade levels. This general assessment is comprised of twenty-five multiple choice questions focused on five information literacy areas: 1.) Develop topic; 2.) Identify potential sources; 3.) Develop, use, and revise search strategies; 4.) Evaluate sources and information; and 5.) Recognize how to use information responsibly, ethically, and legally. Thus, each category is accorded 5 questions respectively.

With the necessary approvals secured, a TRAILS session was created, automatically providing an external link where the test was administered online to all Grade 9 sections targeting 233 students but unfortunately obtaining only 145 completed

responses (62.23%). This was accomplished with the assistance of the DLSU IS English Coordinator. After the session, student and class reports as well as a raw datasheet were generated by TRAILS' system.

Discussion Of Results

The result of the TRAILS General Assessment 1 provides a picture of the existing literacy skills of the Grade 9 students. Figure 1 presents a screenshot of the class report generated by the TRAILS system. The class report summarizes the result of the 25-item questionnaire completed by the 145 Grade 9 students.

***Figure 1.** General Assessment Summary of Results*
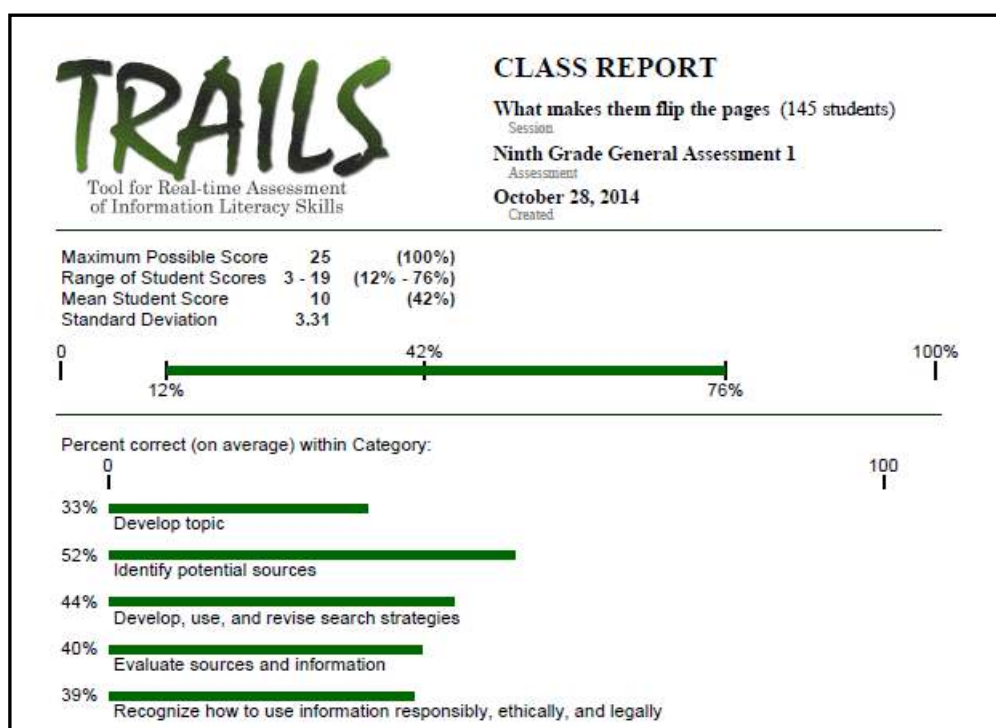
The report includes details on the session identification, the specific TRAILS assessment administered, and the date when the session was created. Following these details are the statistical indicators which instantly give information on how did the Grade 9 students performed in the assessment. Based on this statistics, 25 being the maximum possible score, the lowest score obtained is 3 points (12%) and the highest is 19 points (76%). Interpreted qualitatively, the scores obtained ranges from *Poor* to *Good.* The mean or the average score obtained is 10 points (42%). The first impression from this is that, the Grade 9 students seem to possess levels of information literacy skills that lie on extreme ends of the spectrum. However, the supplied standard deviation (SD) of the scores is at 3.31. Standard deviation in the simplest possible definition, is the distance of the scores from the mean (i.e. 10 points as mentioned above). Hence, 10 points +/- 3.31 is where lies the density or majority of the scores obtained by the Grade 9 students (scores ranges from 7 to 13 points rounded off). It is also important to note that statistically speaking, a standard deviation of 3.31 is considered as just little deviation, therefore, this indicates that the data of the group – the information literacy skills – is compact and homogenous. In

other terms, their skills level is technically the same because they represent a homogenous group.

The class report also presents the percentage of items that were answered correctly by the students within each category. These are as follows: 1.) Develop topic = 33%; 2.) Identify potential sources = 52%; 3.) Develop, use, and revise search strategies = 44%; 4.) Evaluate sources and information = 40%; and 5.) Recognize how to use information responsibly, ethically, and legally = 39%.The bases of these summary is then shown by presenting each item with the correct answer, the number of students who selected each choice and its corresponding percentage from the total.

TRAILS Result per Information Literacy Skills Category

From the standards considered, the TRAILS team arrived at common themes in assessing information literacy skills. This resulted to 5 categories where the items of the general assessment revolved around. The five categories and the respected result of the Grade 9 respondents are presented in the succeeding sections. The tabulated data are based from the worksheet also generated by the TRAILS system but the qualitative interpretation for the range of scores obtained is supplied by the proponent of this paper to make the numbers become more meaningful.

Category 1: Develop Topic

The TRAILS set of objectives under this category is to assess the ability of the students to identify narrow and broad topics; subsequently, to demonstrate understanding of the hierarchical relationship of topics; and to identify the best personnel to help them develop a manageable focus for their topic. The equivalent AASL standard measured is 1.1.3, the skill of developing and refining a range of questions to frame the search for new understanding and 1.1.4, the skill of finding, evaluating, and selecting appropriate sources to answer questions.

The performance of the Grade 9 students under this category is shown on Table 1. It is noticeable that majority of them 80% (n=116) answered the questions within the range of *Poor* to *Fair*. This is not necessarily a cause of alarm because this coincides, per TRAILS Project Team's analysis of 32,000 student test results, students had the most trouble correctly identifying a topic or focusing a topic (Schloman & Gedeon, 2007, p.47).

Table 1
Develop topic (Overall Percent Correct = 33%)

Range of Student Score in %	Frequency	Percentage from total responses
Poor *(0 – 20)*	65	44.82%
Fair *(21 – 40)*	51	35.17%
Average *(41 – 60)*	24	16.55%
Good *(61 – 80)*	4	2.76%
Excellent *(81 – 100)*	1	0.69%
Total	145	100%

Category 2: Identify potential sources

The TRAILS objective under this category is to assess the ability of the students to select the most appropriate sources and tools from all possible options to meet the information need. The corresponding AASL standard is 1.1.4. A good number of Grade 9 students performed averagely for this category (n=61, 42%) and it is noteworthy that there were 5 students who scored excellently. Among all the five categories assessed, the Grade 9 students obtained the highest percentage of correct responses under this category. Again, this coincides with the TRAILS Project Team's analysis that students appear to have done best in identifying potential sources (p.46).

Table 2
Identify potential sources (Overall Percent Correct = 52%)

Range of Student Score in %	Frequency	Percentage from total responses
Poor *(0 – 20)*	26	17.93%
Fair *(21 – 40)*	32	22.07%
Average *(41 – 60)*	61	42.07%
Good *(61 – 80)*	21	14.48%
Excellent *(81 – 100)*	5	3.45%
Total	145	100%

Category 3: Develop, use, and revise search strategies

The TRAILS set of objectives under this category is to assess the ability of the students in identifying typical parts of the books, using the card catalogue and other research tools, understanding the functions of Boolean operators, and familiarity with the steps in the information-seeking process. The allied AASL standards for this category are 1.1.1, the skill on following an inquiry-based process in seeking knowledge in curricular subjects and make the real-world connection for using this process in own life and 1.1.8, the skill on demonstrating mastery of technology tools for accessing information and pursuing inquiry.

Majority of the respondents scored fairly while 3 students answered excellently. The Grade 9 students demonstrated their second best score in this category, qualitatively interpreted as average. This is contrary to the findings of the TRAILS Project Team's observation that students found it more difficult to answer questions under this category.

Table 3
Develop, use, and revise search strategies (Overall Percent Correct = 44%)

Range of Student Score in %	Frequency	Percentage from total responses
Poor (0 – 20)	42	28.97%
Fair (21 – 40)	49	33.79%
Average (41 – 60)	34	23.45%
Good (61 – 80)	17	11.72%
Excellent (81 – 100)	3	2.07%
Total	145	100%

Category 4: Evaluate sources and information

The TRAILS objective under this category is to gauge the ability of the student to assess information sources according to specific criterion. The corresponding AASL standard is 1.1.5, the skill on evaluating information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Although majority of the respondents obtained poor scores under this category, a closer look on how the students responded on the items in this category revealed that they are very particular on the accuracy, authority, and attentiveness to similarities and differences of topics (See items #16, 18, 19 on Appendix A). The low scores of the students also confirm the findings of Schloman & Gedeon (2007) that students encountered the most trouble in this category.

Table 4
Evaluate sources and information (Overall Percent Correct = 40%)

Range of Student Score in %	Frequency	Percentage from total responses
Poor *(0 – 20)*	53	36.55%
Fair *(21 – 40)*	44	30.34%
Average *(41 – 60)*	31	21.38%
Good *(61 – 80)*	14	9.66%
Excellent *(81 – 100)*	3	2.07%
Total	145	100%

Category 5: Recognize how to use information responsibly, ethically, and legally

The TRAILS objective under this category is to assess student familiarity on the concepts of copyright and legal terms of using information sources. The equivalent AASL standard is 1.3.1, the responsibility of respecting copyright, intellectual property rights of creators and producers.

A majority number obtained a fair score and none of them did excellently. This standing is contrary to the TRAIL Project Team's findings that students appear to have done best in this category. A result that is discouraging especially that the students are unaware of fair use but nevertheless, when analyzed on per item-basis (# 22 on Appendix A), they have a strong concept of intellectual freedom.

Table 5
Recognize how to use information responsibly, ethically, and legally
(Overall Percent Correct = 39%)

Range of Student Score in %	Frequency	Percentage from total responses
Poor *(0 – 20)*	49	33.79%
Fair *(21 – 40)*	52	35.86%
Average *(41 – 60)*	31	21.38%
Good *(61 – 80)*	13	8.97%
Excellent *(81 – 100)*	0	0%
Total	145	100%

Conclusion

Ensuring that the concept of information literacy is imparted to and most importantly that the skills are acquired and nurtured by the students are one of the pillars of the librarianship profession. Assessment provides a head-on view with reality. This study, through the use of TRAILS gave a feel of reality – the information literacy skills status of the Grade 9 DLSU IS students.

Overall, the study revealed that out of 100%, the score obtained on average is only 42%. With this TRAILS assessment result, a wealth of baseline data is instituted for the improvement of the STC Libraries Program. It pinpointed that the most crucial aspects are helping students in the area of developing their research topics and emphasis on issues of intellectual property rights. The assessment result also is empowering to the Library administration as it revealed that students are accustomed to the types of information sources in the library and also to various search tools be it manual, electronic or online and they are able to discriminate authoritative and accurate sources of information.

These data will be helpful in mitigating the lapses and still capitalizing on the good features of library instructions that were discovered.

Recommendations

Basing on the results of the assessment, collaboration with appropriate subject teachers and other school personnel is encouraged so that the identified weak areas be included in class objectives and as a general approach, in orientation sessions for new students. It is also recommended that the school librarian or media specialist prepare lesson plans that further supplement information literacy concepts that are not grasped well by the students and propose realistic action plans that will facilitate addressing gaps in the information literacy skills of the students thru practical and interesting activities.

Finally, it was stated earlier in this paper that this is the first information literacy skills assessment in DLSU IS. It will be ideal if a post-test will be administered after the necessary interventions have been made. Provided that the outcome of this pilot assessment and the interventions instituted will be satisfactory , it is also recommended for this to be adopted as a permanent school activity to guarantee that information literacy is not "just an abstract concept taught in school" but truly an important skill in real life situations.

References

About AASL | American Association of School Librarians (AASL). (n.d.).
Retrieved October 14, 2014, from http://www.ala.org/aasl/about

Butler, W. (2014). Is my info lit program effective? Answers from our assessments.
Library Media Connection, *33*(1), 20-23. *Owen, Patricia Using TRAILS to assess
student learning*

Introduction to Information Literacy | Association of College & Research Libraries
(ACRL). (n.d.). Retrieved October 14, 2014, from
http://www.ala.org/acrl/issues/infolit/overview/intro

Schloman, B. F., & Gedeon, J. A. (2007). Creating TRAILS: Tool for Real-time
Assessment of Information Literacy Skills. *Knowledge Quest*, (5), 44.

Standards for the 21st Century Learner [Brochure]. (2007) San Diego, CA: American
Association of School Librarians (AASL).

TRAILS: Tool for Real-time Assessment of Information Literacy Skills. (n.d.).
Retrieved September 28, 2014, from http://www.trails-9.org/viewsa2e.php?id=72

Varlejs, J., & Stec, E. (2014). Factors Affecting Students' Information Literacy
as They Transition from High School to College. *School Library Research*, *17*

Contact email: candy.schijf@dlsu.edu.ph

Website Labels Construction Based on Thesaurus Concepts

Chih-Hwei Lu, National Taiwan Normal University, Taiwan
Jiann-Cherng Shieh, National Taiwan Normal University, Taiwan
Chieh Hsiao, National Taiwan Normal University, Taiwan

Abstract
Website labels are the identifiers used to represent chunks of website contents after organizing information. Website labels provide visual and cognitive cues that are the efficient retrieving channels between users and website contents, thus critically affect whether users can acquire the required information efficiently and intuitively. In this study, we try to apply thesaurus concepts, including revealing relevant vocabulary, to promote the terms of indexed labels clear and understandable, and to help in retrieving their corresponding target contents. There are five steps were proposed to approach the purpose of this study. First, analyzing the contents of library website and picking out their labels. Second, the randomly selected participants discuss the website labels extracted from the first step and rename the labels of those being not easy to understand. We call the original extracted library website labels the A labels group and the one consisted of renamed labels the B labels group. According to the above A and B labels groups and the discussions from the participants, researchers construct the library website labels using thesaurus concepts to generate another website labels the C labels group, which is combined the original library labels and has the characteristics of thesaurus. At the fourth step, card sorting method is applied to different labels groups A, B and C, in order to construct three website tree structures. Finally, we conduct the findability experiment to evaluate the tree different websites structures and compare their differences to verify the effectiveness of this research.

Keywords: Website Labels, Information Architecture, Card Sorting, Thesaurus, Findability

iafor

The International Academic Forum
www.iafor.org

Introduction

Recently, a regular practice for people is to search the Internet for obtaining information. Some web sites provide logical structures that help us find answers and complete tasks. Others lack any intelligible organization and frustrate our attempts to navigate through them. The design of information architecture affects whether users can efficiently obtain the information they need (Morville & Rosenfeld, 2007). One prominent component that facilitates communication between a website and its users is the adopted website labels. The quality of website labels determines whether users can obtain information efficiently and accurately (Kalbach, 2007). Hence users' thoughts and suggestions must be incorporated during the design process to construct website labels that best meet their needs.

Thesaurus is a dictionary of controlled vocabulary, which prevents the situation of confusing the vocabulary of natural languages. The inter-relation between words and phrases are properly labeled to help users better understand their meanings (American National Standards Institute, 2005). In this study, the concepts of thesaurus were used to assist university library to construct website labels that meet the requirements of users.

Literature Review

1. Website labels

Rosenfeld and Morville (2007) classified information architecture into four systems: organization, labeling, navigation, and search. In this research, the topic for in-depth study was the labeling system. A label can be a word or short phrase that provides an effective means of summarizing a topic or action (Motive, 2004). Website labels represent the information contained on the site. Their purpose is to effectively communicate information and to provide users with the accurate links without utilizing much web space. A successful website label will often draw on a user's existing, contextual understanding, their mental model of a topic-area or process (Motive, 2004). This would inform them that they were on the correct path and would be able to find the information that they needed.

Toub (2000) proposed that labeling refers to the name or icon of a content object, such as the title of a page, or the title of a category or heading. Web designers must decide on the type of labels that best suit the users' cognition. In this study, website labels specifically refer to the indexing term for the contents found on a page within the website tree structure. Rosenfled and Morville (2007) pointed out that the users of website are the best references when constructing the labels.

2. Thesaurus

Thesaurus is a dictionary created for classification purposes. When the standard for classification is based on the semantic relations between words and phrases, thesaurus must be compiled to define those relations. The ANSI/NISO Z39.19 highlights that a controlled vocabulary is required in thesaurus because a natural language has the following special qualities: two or more words/phrases can be used to express the same concept or object and two or more words with the same spelling can represent

different concepts, contents, or objects. Thesaurus defines the semantic relations between words/phrases in three ways: (i) equivalency between concepts or usages, (ii) hierarchy between superordinate and subordinate concepts, and (iii) cross reference to remind users that there exist an association between one word and another.

Website labels consist of words or short phrases. The hierarchical structure of a website is formed by a combination of the semantic relations of words/phrases that form those labels. The controlled vocabulary function of the thesaurus is used to avoid the situation of confusion, which easily arises due to the vocabulary of natural languages. The inter-relations among words/phrases help users to understand the significance of website labels in a simple manner.

3. Card sorting

Spencer and Garrett(2009) stated that card sorting is a user-centered design methodology that enhances system findability. It can be seen as a tool that understands the target users, rather than a navigation-based design method. Furthermore, card sorting helps in understanding users cognitions (especially their opinions on categorization or website labels), thereby affirming their inclinations.

Card sorting can be implemented on physical or virtual platforms. The former refers to being desk-bound, which has the advantage of facilitating inter-personal communication. The latter makes use of computer software, including OptimalSort and EZsort. Although this method is constrained by screen size, there are no spatial or temporal limitations (Martin & Kidwell, 2001).

For the number of cards to select, Spencer and Warfel (2004) proposed that the minimum and maximum should be 30 and 100, respectively. Any lesser number will result in the categorization being incomplete, whereas any greater will make the subjects feel fatigued about the process. Hence, 30–100 cards are ideal. Kaufman (2006) believed that categorization should generally involve 20–50 cards. However, as many as 200 cards can be used if time is not a constraint, or for contents that are highly complex. Researchers can adjust the number of cards on the basis of their specific research topic and purpose, as well as the implementation method.

Regarding the number of participants to use, Spencer and Warfel (2004) proposed that a suitable number is 7–10. However, if groups are the basic test unit, better results will be obtained using five groups, with each group comprising three members (i.e., a total of 15 participants). After the data is collected through card sorting, depending on the research needs or planning scope, either qualitative or quantitative analysis may be used to generate suitable, logical, and useful analytical results (Ahlstrom & Allendoerfer, 2004).

4. Findability

When conducting research and analysis on users of website information architecture, the general approach is to do so from the perspectives of usability and findability. The latter concept was first proposed by Morville (2005), who believed that findability was more important than usability within the Internet environment. This is because if

a user cannot find a website or information in the first place, its usefulness will actually not be a matter for consideration.

Morville defined findability in two aspects: searching for information from outside a website and searching for information on the website. In this study, findability refers specifically to the latter. In the research on the modified-Delphi card sorting method by Paul (2007), the participants who assessed findability comprised 7 users. They were given 10 questions on the terms for website contents. The purpose of the findability assessment was to understand whether the categories in the users' cognition and that adopted by the website tree structure were consistent.

Research Design and Implementation

This study was the library website of the National Taiwan Normal University (NTNU), specifically, the website labels for the Chinese version of the website dated December 2010. Although the website had many user groups, the majority was the students of the university. Hence, the identity of our research participant was restricted to current NTNU students. Because the impact of different disciplines was not a research parameter, no limitation was placed on the faculty or department to which the participants belonged.

The research was carried out in five steps, which are elaborated below.

1. Analysis of website contents

Before implementation of card sorting, a detailed understanding of the contents found within the library's website had to be established and a list of items to be categorized must be summarized and prepared. The analysis of the website contents revealed that text-based labels were used predominantly. In addition to the use of contents analysis to understand the current website labels available for the selection of existing resources, screening rules were applied to eliminate unnecessary website items. In the end, 67 website labels were selected as names of the card items, that is the A labels group.

2. Discussion on website labels and gathering of participants' opinions

After the list of card items had been prepared, the next step was to hold discussions on the website labels. This was performed using the focus groups method to avoid individual participant being unable to express his/her opinions on the labels and to prevent the process from becoming too subjective. The intention was to have the mutual discussions stimulate the thoughts of the participants, and for suggestions to be made in a more objective manner. Each group comprised 3–5 members, with the researchers participating in and hosting the discussions.

The participants studied the cards for the contents represented by the various website labels, proposed the significance represented by each, and then exchanged views. They also commented on the inter-relations between labels, and were encouraged to jointly propose labels that they deemed more appropriate. Thus, some labels in the A labels group are replaced according to their discussions to form the B labels group.

3. Establishing website labels based on the thesaurus concepts

Next, the semantic relations between the words and phrases of all the new labels were determined with reference to the rules for preparing thesaurus stated in NISO/ANSI Z39.19. This process was undertaken by three subject experts in the field of library and information science: one scholar and one graduate student from the discipline and one librarian. The various relations between the words and phrases were then attached to the original library labels ("A labels group") for the participants' reference. This led to the construction of website labels based on the thesaurus concepts ("C labels group").

4. Card sorting

The number of participants for card sorting was determined on the basis of the recommendations of Spencer and Warfel (2004) and Kaufman (2006). Groups of 3–5 members (total of 15) were involved. According to Hawley (2008), card sorting by groups has the advantages of simultaneously obtaining the quantitative data for the process, as well as the participants' insights and reasons for the way they sorted the cards. Through discussions between the participants, the advantages and disadvantages of the various card sorting methods can be uncovered.

After group card sorting, the participants constructed three different tree structures using B and C labels groups (sorted out in the previous step), as well as the original A labels group (library website labels). The tree structures a, b, and c corresponded to the A, B, and C labels groups, respectively.

5. Findability test

The questionnaire survey was used in conjunction with the task assigned to participants to find the labels when browsing the website. Three different tree structures were created after the three groups of labels underwent card sorting. The participants had to search for the top 10 website labels based on the library's network traffic statistics and click-through rates. However, the repetition rate for the electronic resources category was too high. To avoid excessive overlap in terms of location of the selected labels within the tree structures, the survey items that were eventually selected for purpose of assessing findability included three labels with relatively high network traffic and another three labels with greater variability in terms of their locations.

The questionnaire was designed with a five-point Likert scale, which was provided to the participants together with diagrams on the various tree structures. The participants were asked to check the diagrams on the basis of the sequence of website labels through which they would click when browsing. Other than evaluating the degree of difficulty in finding the labels, the participants were also asked to score the appropriateness of each website label. The scores ranged from 1 to 5, representing very inappropriate, inappropriate, neutral, appropriate, and very appropriate, respectively. The SPSS statistical software was then used to conduct single-factor analysis of variance for dependent samples to understand the differences between the scores ascribed to the various tree structures.

Results and Analysis

1. Results for discussion on website labels

During the second step, the participants browsed through the A labels group, discussed these in groups, and then proposed novel and more appropriate terms or phrases for the website labels that they believed were easier for other users to understand. When several suggestions were made, the group voted to determine the new label that could directly replace the original. The opinions of the four groups were then consolidated. On the basis of a majority vote, the label with the highest repetition rate directly replaced the original. Eventually, the alternative (B labels group) comprised 66 labels, generating an equivalent number of cards for the subsequent card sorting experiment.

2. Establishing website labels based on the thesaurus concepts

The group discussions during the second step resulted in the collection of many different new labels. With the assistance of experts in the field of library and information science and based on the thesaurus concepts, these labels were organized into a lexical list of inter-related semantic relationships. Except for the number of words used, there was actually little difference between the A and B labels groups. Reference was made to the rules for preparing thesaurus as stated in NISO/ANSI Z39.19 (American National Standards Institute, 2005): labels with more detailed descriptive contents had clearer explanations, and which contained more specific implications were classified as hyponyms or narrower terms (NT), while the rest were hypernyms or broader terms (BT).

If there was a huge difference between the terms for the B labels group compared to the A labels group, both would not be treated as being affiliated in the same layer and hence, were marked as related terms (RT). When a label in the B labels group had the same meaning as that in the A labels group but with different wordings, these were treated as being equivalent and called non-descriptors (indicated as UF to stand for "use for"). The C labels group were generated by combining the A labels group with words/phrases containing semantic relationships derived using the thesaurus concepts. Those words/phrases were indicated on each card for the participants to directly refer to when card sorting, thus saving them the time and effort on checking the RTs during the sorting process.

3. Results of card sorting

Following the experimental design, the number of participants for card sorting was based on the recommendations made by Spencer and Warfel (2004) and Kaufman (2006). 15 participants were divided into four groups (3–5 members each) for card sorting of A, B, and C labels groups. The four participant groups separately categorized all three groups of labels, producing four types of categorization results for each group. Since the sample size was small, the qualitative method was adopted for analysis of the categorization results.

Based on the card sorting of the three groups of labels, participants preferred that the content items in the library's website be categorized to highlight the services being

provided. Further categorization could then be made according to the contents of the various services. In addition, the participants thought that the tree structure of the website should not be too complicated, and preferably with two or less levels of clicking through. Otherwise, it was likely that information contained in the lower levels would not be browsed by users. On the other hand, the participants did not want too many terms to be attributed to the same category. Otherwise, the important information might be lost among the excessive number of terms.

When participants in the various groups had different understanding of the terms for labels stated on the cards, their doubts over categorization were addressed through discussions with fellow group members. However, when the term of a label was too broad or general, the participants would tend to place its card in a roughly appropriate category, without prior investigation of its contents in detail. Separately, some participants indicated that when they were unsure of the exact meaning of a label, they referred to the additional notations on the C labels group and became more confident about categorizing that label.

4. Findability analysis of survey results

The survey questionnaire for findability made use of the five-point Likert scale. The participants were asked to search for six label terms from three different website tree structures, evaluate the degree of difficulty in finding those items, as well as give their personal scores on whether the labels was appropriate.

The findability analysis involved 25 participants from 10 different departments. From the total scores, the mean and standard deviation for each of the tree structure were calculated. The scores were rounded to two decimal points, with the third decimal point dropped if its value was less than four, but carried over if it was five or larger. The final results are shown in Table 1. The total and mean scores for tree structure c (598 and 23.92, respectively) were higher than that for both tree structures a and b. Tree structure a ranked second with a total of 555 and mean of 22.2.

Table 1: Scoring table for findability of website tree structure

Website tree structure / Serial no. of subject	Tree structure		
	a	b	c
Total	555	526	598
Mean	22.2	21.04	23.92
Standard Deviation	2.77	2.42	3.12

SPSS software was used to conduct single-factor analysis of variance for dependent samples. The results of the Mauchly spherical test were observed: it can be seen from Table 2 that the verification value of Mauchly's W is .937. The approximate value after chi-square transformation is 1.498. The degree of freedom is 2, p = .473 > .05 (significance not reached), indicating that the statistical data were consistent with a spherical assumption.

Table 2: Mauchly spherical test

Items on within-subjects effect	Website tree structure
Mauchly's W	0.937
Approximate chi-square distribution	1.498
Degree of freedom	2
Significance	0.473
Epsilon(a)	
Greenhouse–Geisser	0.941
Huynh-Feldt value	1.000
Lower limit	0.500

For verification of the within-subjects effect, since the analysis of variance for dependent samples complied with the spherical test, the data on the first row ("assumed to be spherical") was directly examined when analyzing the information. The information in Table 3 indicate that all between-group F-values are 7.865, p = 0.001 < 0.05 (significance reached), indicating that significant differences existed between the scorings for the three website tree structures.

Table 3: Verification of items on within-subjects effect

Source	Assumption	Type III sum of squares	Degree of freedom	Mean sum of squares	F-test	Significance
Website tree structure	Assumed to be spherical	104.987	2	52.493	7.865	0.001
	Greenhouse–Geisser	104.987	1.881	55.803	7.865	0.001
	Huynh-Feldt value	104.987	2.000	52.493	7.865	0.001
	Lower limit	104.987	1.000	104.987	7.865	0.010
Error (website tree structure)	Assumed to be spherical	320.347	48	6.674		
	Greenhouse–Geisser	320.347	45.153	7.095		
	Huynh-Feldt value	320.347	48.000	6.674		
	Lower limit	320.347	24.000	13.348		

Paired comparisons between the website tree structures are shown in Table 4. It can be seen that the scores for Tree Structure c are significantly different from that of Tree Structures A and B. Its mean score is also significantly better than that of the other two tree structures. This indicates that in terms of findability, the proposed website tree structure categorized using cards with characteristics of thesaurus concepts is significantly superior to the other two tree structures.

Table 4: Pairwise comparisons

(I) Web site tree structure	(J) Web site tree structure	Difference between means (I–J)	Standard error	Significance (a)	95% confidence interval for the difference (a)	
					Lower limit	Upper limit
a	b	1.160	0.639	0.082	−0.160	2.480
	c	−1.720*	0.799	0.042	−3.369	−0.071
b	a	−1.160	0.639	0.082	−2.480	0.160
	c	−2.880*	0.745	0.001	−4.417	−1.343
c	a	1.720*	0.799	0.042	0.071	3.369
	b	2.880*	0.745	0.001	1.343	4.417

An interesting result was observed: comparing Tree Structures A and B, the findability of the latter was rated poorer than the former. This was despite Tree Structure B containing website labels that were renamed by users. This indicates that the renamed labels were suggested based on the participants' literal understanding of the definition of the terms, but that understanding was not translated to one that other users could comprehend. The original website tree structure constructed by the library was found to be more professional. This could be because many users regularly made use of that website and hence, were already familiar with the contents of the original website labels.

This corroborates with the opinions of the participants made during the discussions. They felt that the new website labels were too vernacular and did not seem sufficiently professional. At the same time, they felt that some of the labels used on the original library website were over professional, making it hard for general users to understand. Nevertheless, since the participant was the website of university library, it was still appropriate for such relatively more professional words/phrases to be used.

Conclusion

The aim of this research was to study website labels construction based on the thesaurus concepts and check whether these would help users to improve their understanding of labels found in university library's website. We also wanted to assist users to carry out better card sorting to achieve the goal of improving the website's findability. The paper proposed five steps to accomplish the research. First, the library's website labels were discussed using the focus groups method. After the participants had proposed new labels, these were collected and compiled. Labels based on the thesaurus concepts were then established by referring to the rules for thesaurus. This led to three groups of labels: A labels group contained labels originally prepared by the library, B labels group contained renamed labels that directly replaced the original, and C labels group contained those with thesaurus concepts notations. The three labels groups underwent card sorting to compare the way labels with different characteristics affected the participants' categorization process. Eventually, three website tree structures were constructed for findability analysis and to determine variations in the degree of findability. The conclusions of this research are as follows: labels constructed based on the thesaurus concepts could

indeed help users to better understand the university library's website and the process of card sorting. The questionnaire survey on findability verified that the website tree structure constructed using the C labels group was indeed superior to that using the A and B labels groups. It can thus be concluded that a website tree structure constructed using labels based on the thesaurus concepts before undergoing card sorting better fits the needs of users when they are browsing a website for information. Consequently, users would be able to obtain the information that they require more efficiently.

References

Ahlstrom, V. and Allendoerfer, K. (2004). Information organization for a portal using a card-sorting technique. Retrieved from http://hf.tc.faa.gov/technotes/dot-faa-ct-tn04-31.pdf

American National Standards Institute. (2005). Guidelines for the construction, format, and management of monolingual controlled vocabularies.
Retrieved from
http://www.niso.org/kst/reports/standards/kfile_download?id:ustring:iso-8859-1=Z39-19-2005.pdf&pt=RkGKiXzW643YeUaYUqZ1BFwDhIG4-24RJbcZBWg8uE4vWdpZsJDs4RjLz0t90_d5_ymGsj_IKVaGZww13HuDlYn5U74YdfA-3TffjxYQ25QrtR8PONuJLqxvo-l0NIr5

Hawley, M. (2008). Extending card-sorting techniques to inform the design of web site hierarchies. Retrieved from
http://www.uxmatters.com/mt/archives/2008/10/extending-card-sorting-techniques-to-inform-the-design-of-web-site-hierarchies.php

Kalbach, J. (2007). Designing web navigation. Sebastopol, CA: O'Reilly.

Kaufman, J. (2006). Card sorting: An inexpensive and practical usability technique. Retrieved from http://www.stc.org/intercom/PDFs/2006/200611_17-19.pdf

Martin, S. & Kidwell, D.K. (2001). A case study in cluster analysis for intranet organization. EMAT '01 Proceedings of the 2nd International Workshop on Engineering Management for Applied Technology (pp.57-64). Washington, DC: IEEE Computer Society.

Morville, P. & Rosenfeld, L. (2006). Information architecture for the World Wide Web (3re ed.), Sebastopol, CA: O'Reilly.

Morville, P. (2005). Ambient findability: Libraries at the crossroads of ubiquitous computing and the internet. Online, 29(6), 16-21.

Motive. (2004). The motive web design glossary. Retrieved from
http://www.motive.co.nz/glossary/label.php

Paul, C.L. (2008). A modified Delphi approach to a new card sorting methodology. Journal of Usability Studies, 4(1), 7-30.

Spencer, D. & Warfel, T. (2004). Card sorting: a definitive guide. Retrieved from http://www.boxesandarrows.com/view/card_sorting_a_definitive_guide

Spencer, D., & Garrett J. J. (2009). Card sorting: Designing usable categories. Brooklyn, N.Y. : Rosenfeld Media.

Toub, S. (2000). Evaluating information architecture. Retrieved from http://argus-acia.com/white_papers/evaluating_ia.pdf
Contact email: jcshieh@ntnu.edu.tw

Investigating the Information Preferences of University Researchers in the Philippines: Sketching the Collection Profile of the Future

Willian Frias, De La Salle University, Philippines

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
This study found out that compared to its neighbouring Southeast Asian countries, Philippines ranked only 5th in university research outputs with Scopus presence. Scopus data from October 2013 to September 2014 revealed that Singapore, which topped the region in the number of accepted articles, was able to come up with 9,039 articles from its faculty researchers, compared to the Philippines, which was only able to come up with 396 articles from its own university researchers. This is despite the fact that research outputs from the Philippines came from over 36 academic institutions compared to Singapore's 16 universities/colleges. Being the primary sources of information that provide framework in every academician's research output, academic libraries in the country were threatened by the said data. With the main objective of helping university researchers increase their research outputs, this study evaluated the citations and referencing behaviour of university researchers in the Philippines by extracting data from Scopus and using citation analysis in analyzing extracted data. The results came up with a profile of an ideal library collection, wherein the characteristics include (1) further developed digital collection by means of increase in quantity; (2) Higher quality of serials by means of subscribing to journals with higher impact factor; and, (3) catering to articles that are products of collaborative researches. Furthermore, this study recommended for a tighter relationship of reciprocity with other academic libraries.

Keywords: *Collection Assessment, Citation Analysis, Research evaluation, SCOPUS, Collection profile*

iafor

The International Academic Forum
www.iafor.org

I. Introduction

Research plays a vital role in every academic institution. According to Niemi and Nevgi (2014), through continuous conduct of research, teachers' analytical and critical thinking skills grow, enhancing their roles as knowledge creators. Moreover, Whelan and Markless (2012) believed that research outputs greatly contribute to the faculty's professional credibility and profile. Further, it improves teaching, which further gives positive reflection on universities.

The value of research in universities has long been acknowledged. But as competition among academic institutions grow stronger, and world economy is not getting better, research has become a vital thrust of every university. Through research activities, an institution can maintain its global visibility; it serves as catalyst in attracting more financial support from public and private entities; and it allows institution to contribute significant changes to the society.

In the Philippines, the Higher Education Act of 1994 mandated Commission on Higher Education (CHED) to perform different functions including formulation and development of plans, policies, priorities and programs on research (CHED, 2009). This mandate gave birth to National Higher Education Research Agenda (NHERA) 1, which was responsible for forming CHED Zonal Research Centers and NHERA 2, which had been pushing for the improvement of research capability of Higher Education Institutions (HEIs) and enhancement of research productivity, especially in faculty research outputs in every higher education discipline.

Entering the 5th year of NHERA 2, this study tested the effect of said project. Using SCOPUS, a premier indexing and abstracting database which included authoritative peer-reviewed articles, the following data were extracted: one-year research output data from Scopus from October 2013 to September 2014 revealed that Philippines was only able to come up with 396 articles submitted by 36 academic institutions, a poor performance compared to its contemporary Southeast Asian neighbor, Singapore, which was able to submit 9,039 articles from 16 academic institutions in the said country.

Academic libraries, which main objective is to support the academic/information needs of every member of an academic community, have to rise and help NHERA 2 in fulfilling its goal of increasing research productivity by initiating ways to match and anticipate the research needs of their users. Thus, this paper examined the information preferences and referencing behaviour of today's scholars, in order to (1) assess the current capability of the academic libraries in the country in supporting their needs, and (2) project the future needs of the university researchers for continuous provision of relevant information.

II. Methodology

Capitalizing on the data that were available in SCOPUS from October 2013 to September 2014, research outputs of university researchers in the Philippines that

were cited at least once were extracted. This process narrowed down the research outputs from 396 to 112 articles, equivalent to 5,098 references and citations.

Citation analysis was used in assessing the citations and referencing behaviour of Philippine university researchers, who gave a clear picture of the information preferences of these set of scholars. All citations and references used in each submitted study were tabulated using Microsoft Excel, according to (a) author, (b) co-author/s, (c) title of work, (d) year of publication, and (e) title of publication where the work was published (source).

To further analyze data, said table was appended with columns that were supplied by this researcher. The supplied columns were: (f) format of the source, and (g) number of author. 2 columns were further appended for those sources whose format is journal. These columns were: (h) impact factor, and (i) availability in electronic database.

III. The Results

Profile of Citations and References

It is very clear that Philippine university researchers' preferences in information formats have changed over the years. The theory on the diffusion of innovations (Rogers, 1971) made acceptance to this change an expected phenomenon as observed on the references and citations used by Philippine university researchers nowadays. More university researchers have now deviated from using typical printed books and journals in completing their researches. Information from analytical tools, archival materials, theses & dissertations, web documents, websites and even interviews became parts of every researcher's databank. Moreover, this group of researchers knew how to make use of electronic resources as they capitalize on its availability. Thus, a large number of citations and references used by university researchers were in electronic format.

Table 1 proves earlier claims, presenting dominance of e-journals in the references and citations used by faculty researchers, composing a little more than 75% of the whole information use. The use of websites and web documents/e-books are seen to be promising in this study, for both formats posted whole-number percentages compared to the rest of the formats used. The use of print books is still very much used, though.

Moreover, it is interesting to note that a significant number of references were erroneously cited (126 references), leading to an impression that there are university researchers that still need to be guided in citing references by means of information literacy sessions.

Format	Volume	Percentage
e-Journal	3831	75.15
Print Monograph/book	623	12.23
Website	242	4.74
Web Document/ebook	178	3.49
Erroneous citation	126	2.48
Software	21	0.41
News Item	19	0.37
Analytical Tool	16	0.32
Thesis	14	0.28
Print journal	13	0.25
Archival Material	12	0.23
Interview	3	0.05
Total	**5098**	**100**

Table 1: Profile of Formats of Cited References

Authorship Pattern

Internationalization paves the way in doing collaborative researches among scholars. Thus, most researchers seek for information materials created by two or more authors. Some studies relate co-authorship to potential publication to hi-impact journals (Bales, et.al., 2014), which gives the perception that collaboration increases the authoritativeness of a research output (Gazni & Didegah, 2010). Because of this, more and more researchers are inclined to use information coming from literature produced by two or more authors.

The result of this study on authorship pattern is in consonance with the current trend. 900 citations, equivalent to only 17.65% of the 5098 references cited by university researchers were written by single author, and the remaining 4198 citations, equivalent to 82.35% of the total citations were written by two or more authors. Figure 1 presents the specific breakdown of the authorship pattern for Philippine university researchers, which proves that collaborative works are more patronized by Filipino researchers than those single-authored works.
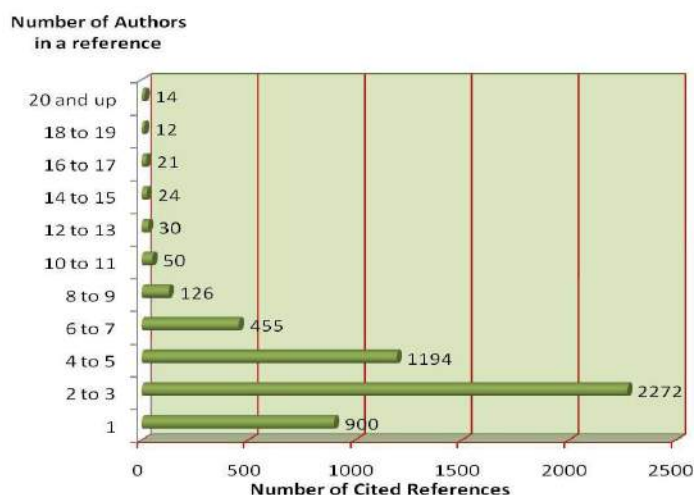
Fig.1 : University Researcher Authorship Pattern

Number of Citations per Source

Articles and books that are cited by more researchers are understood to be more authoritative and responsive to the needs of the researchers (Grossman, et.al., 2005). Thus, the more citation an information product has, the potential that these materials will be cited again will be higher. Katsouyanni (2008) confirmed this claim, adding that products of collaborative works are most likely to be cited than those based on national authorship. Thus, it is the trend today, that university researchers would prefer articles written by two or more authors.

Philippine university researchers confirm these prior claims. This study counted the number of citations each cited reference have, and was able to come up with a result confirming the prior observation. Out of 5098 cited references, only 484 references, equivalent to 9.49% were cited only once or twice before the researchers in this study used them. 90.51% of the references were cited thrice or more, where the highest number of citations in one article went up to 36,066. Fig. 2 illustrates the ratio of citations of references cited in this study.
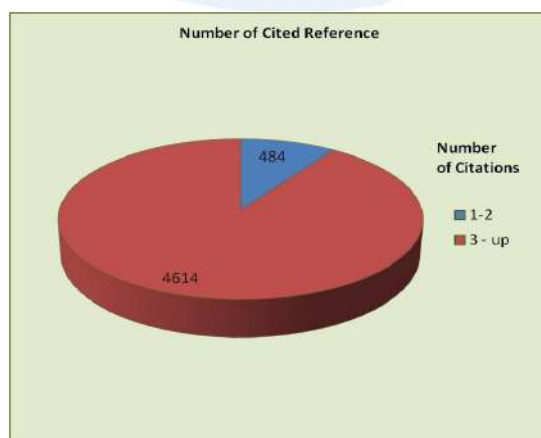
Fig. 2: Number of Citations per Cited Reference

The Age Pattern

Knowing university researcher's preferred age of information is important in collection development activity in every academic library. While most University researchers would prefer current materials, there might be a significant number of this population who prefer to use materials that are published decades, or even a century-old.
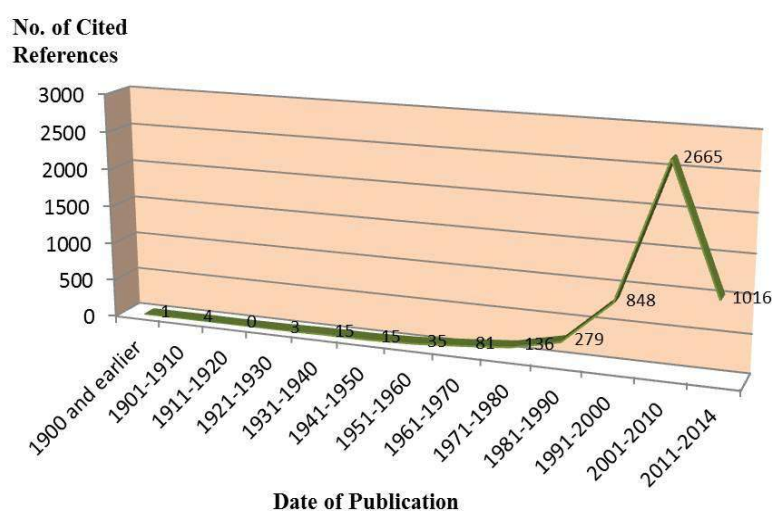
Fig. 3: Publication Dates of Cited References of Philippine University Researchers

In this study, 52.28% of the cited references by the Filipino university researchers were slightly current, or published between 2001-2010. 19.93% of cited resources were published within the last three years (very current). Moreover, although almost insignificant, it is important to emphasize that there were cited references that were published a century ago and even earlier. Further, this study found out that the average date of publication of all cited references was 2002, which brings the preferred age of information to 11 years old, which cannot be classified as current. These findings mean that most Filipino university researchers are not very concerned with the age of information in completing a research work. Figure 3 shows the referencing pattern of Philippine university researchers for age of information basing on the publication dates of cited references.

The Impact Factor

Researchers agree that journal impact factor is one important consideration in looking for information that would help them in their researches (Didegah & Thelwall, 2013): the higher the impact factor of a journal, the higher the potential of its articles to be cited by other researchers. Impact factor provides more confidence to the researchers to use the articles as source of additional knowledge and basis of their own researches.

Philippine university researchers share the same views with all other active researchers around the globe. In this study, more than 93% of the total journal citations (3844) used by university researchers were sourced from journals with

impact factor. Only 6.77% of the journal citations did not have impact factor, where most of the journals that belong in this group were new titles, thus were not included in the assessment of impact factors by the concerned body.

Fig. 4 shows the breakdown of the impact factor (IF) of journal articles where cited articles were sourced by the researchers. Journals with 1.0-9.99 IF presented the highest percentage of sourced journals, posting 3022 titles, equivalent to 78.61% of the total journal citations. Said range was followed by the range below 1.0 but greater than zero IF, which posted 303 journal titles, equivalent to 7.88% of the total cited journals. It is also interesting to note that this group of researchers went out looking for really higher quality journals. Proof of this is the inclusion of journals with IF that goes from 10.0 up to more than 40.0, which composed 6.72% of the cited journal references is high as 40.0 and up.
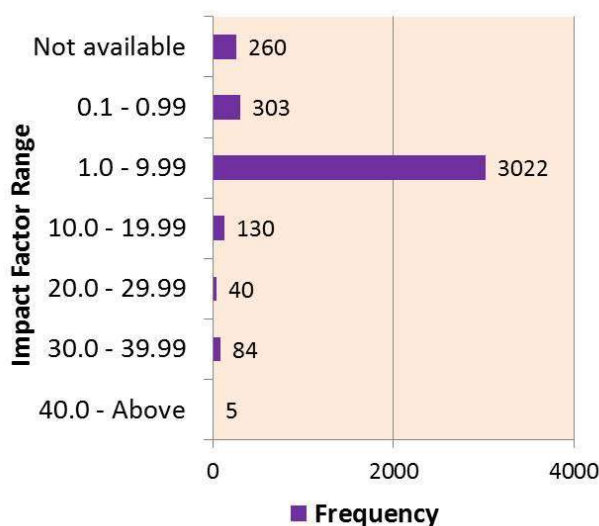
Fig. 3 Quality of Preferred Journal (Impact Factor)

The Information Providers

Still focusing on citations from electronic journal references, which comprises 75.15% of the total citations, this study further investigated on the journal preferences of university researchers based on information providers.

As expected, because of its marketing capabilities, information provided by commercial publishers/vendors posted the highest frequency of references cited by Filipino researchers. 73.38% of all cited e-journal references were subscribed from the different commercial publishers/vendors. Information published by professional organizations came in 2nd, posting 22.58% of the total cited e-journal references. The fact that most researchers prefer publishing in peer-reviewed journals with high reputation, where articles are most likely to be cited (Canadian Science Publishing, 2014), this study foresees that most researchers will prefer information coming from professional organizations, to set their goal of pushing in the same type of journals in the future.

Moreover, only 3.6% of the cited e-journal references were sources by Filipino researchers from Open Access sources. This figure implies possible disinterest of Filipino researchers to open access information. Figure 4 presents this study's result on Filipino scholars' preferences for information providers.
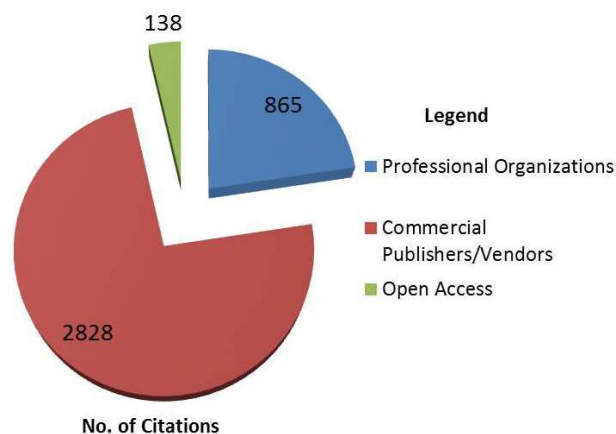
Fig.4: Preferences for Information Provider of Philippine University Researchers

Availability in Philippine Libraries

One of the main objectives of this study is to determine the availability of the cited references in different Philippine libraries to know the capability of these libraries in meeting its faculty researchers' research needs. This study checked the online public access catalogues and web pages of the libraries of the four top universities in the Philippines according to QS University Rankings 2014, namely: (1) University of the Philippines; (2) Ateneo De Manila University; (3) University of Santo Tomas; and, (4) De La Salle University (QS, 2014) to answer this particular objective.

This study revealed that the selected Philippine libraries posted 78.48% straight average of availability of cited resources, while weighted percentage of availability was only 76.95%. Only 79.46% of the total cited e-journal references are available in the said libraries, and the lowest percentage of availability in Philippine libraries was seen in cited theses. Figure 5 shows the condition of availability of the different information materials cited by Filipino researchers.
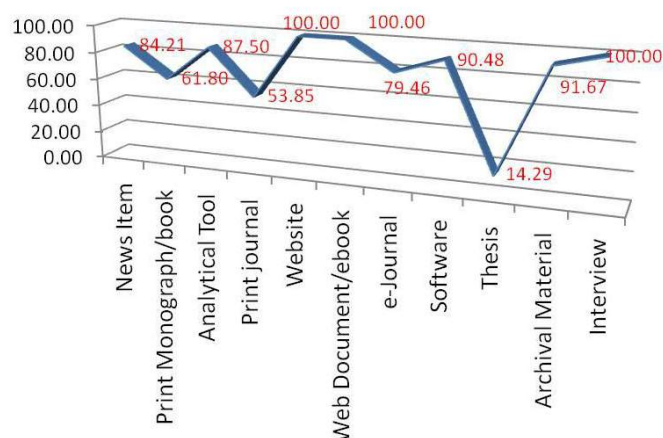
Fig.5: Availability of Preferred Information of Philippine University Researchers

Furthermore, 67.17% of cited e-journals that were provided by professional organizations are not available in Philippine libraries. 93.66% of cited references provided by commercial publishers/vendors are available in the featured libraries, and understandably, open access-sourced journals are all available. Figure 6 presents the availability picture of cited electronic journals based on information providers.
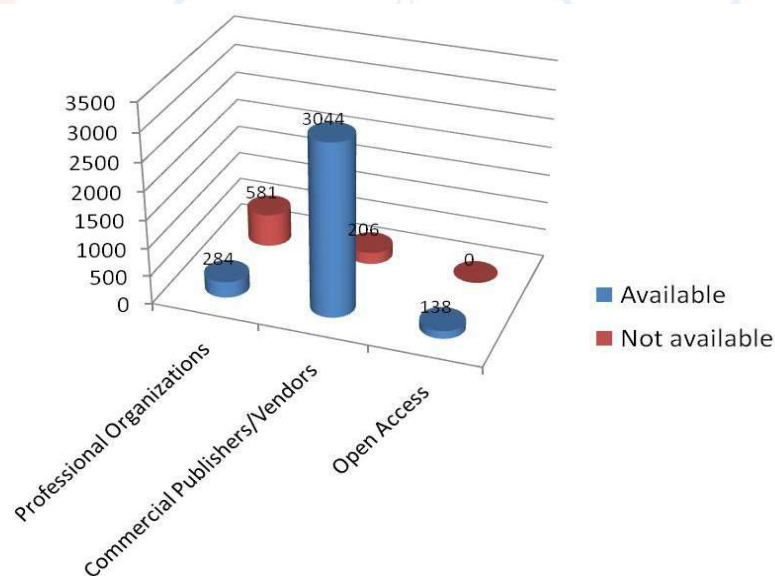
Fig. 6: Availability Status in Selected Philippine Libraries of Cited E-journals

Further investigation shows that 91.90% of the 3830 e-journal references are available in Philippine academic libraries. ScienceDirect posted the highest number of citations used by university researchers. The most number of citations from electronic databases that are not available in Philippine academic libraries are from Springer. Figure 7 displays the availability performance of commercial databases cited by Philippine university researchers.
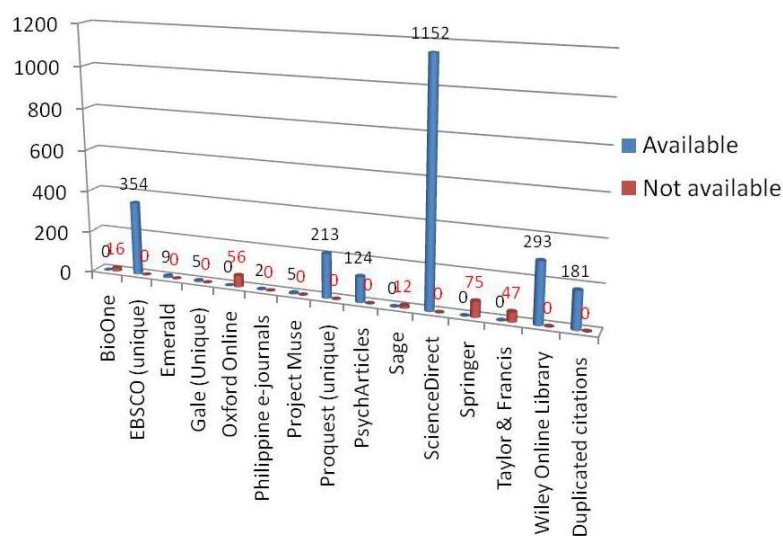
Fig. 7: Availability of Preferred Electronic Databases of Philippine University Researchers

IV. Summary, Conclusion and Recommendation

Summary

This study proved that Philippine university researchers have indeed adapted to the new way of doing research. They are now exhausting all possible sources of information in types of formats. Although the use of print books is still significantly evident, university researchers in the Philippines of today generally prefer information from electronic journals that are accessible via subscription or document delivery.

Moreover, this group of researchers are more inclined to use information from articles (1) cited by more researchers; (2) products of collaborative works; and, (3) published in high-impact journal publications. The use of old information is still not discounted by these scholars. The average publication year of all cited references was year 2002, making the average age of preferred information 11 years old. This led to the belief that these scholars value the information more than its age.

Lastly, the Philippine academic library collections are slightly adequate in providing for the information needs of university researchers in completing research outputs. Although they can adequately provide information from e-journals offered by commercial publishers and vendors, they fall short in providing for the needs of these scholars for information coming from e-journals published by professional organizations. Thus, there is a great possibility that these researchers are able to source references either by libraries' document delivery service, or through partnership with scholars from other countries.

Conclusions

Information technology produced great impacts on the creation of new knowledge for Philippine university researchers. Their information preferences have evolved from using books and periodicals in print format, to include other formats, such as electronic and multimedia. The use of tools such as analytical tools, computer programs, and their inclination to use electronic resources, particularly e-journals, further proved that these researchers are now ICT-literate.

It is understandable that this group of scholars would prefer authoritative information which are products of collaborative works or are published in journals with high impact factor, but content is still their primary reason for citing references, with little considerations for age of information and type of resources.

On the other hand, it is a common knowledge that "there is no complete library." However, libraries can work for acquiring resources that directly answer the information needs of their users in order to create a perception that they are complete. In the Philippines, academic libraries cannot adequately support for the information needs of its university researchers, but a lot of possibilities are available for these libraries. The results of this study introduce the current information needs of these scholars, and help predict their future needs. It is thus up to the academic libraries to strategize on how they can fully provide for these scholars' information needs.

Recommendations

This study recommends for the following activities for academic libraries in the Philippines to address concerns raised in the results and conclusions:

1. Acquire more e-resources, particularly (1) e-journals published by professional organizations; (2) publications with high impact factor; and, (3) with articles that are products of collaboration;
2. Introduce and market e-books to university researchers;
3. As there is still a significant number of print usage, continue to acquire information in print format to complement with electronic resources;
4. Consider building more consortia and partnerships to further strengthen collections;
5. Academic librarians must strengthen services such information literacy, to further educate university researchers in looking for information fitted to their research needs, and to teach them the proper way of citing references; and,
6. Using results of this study, formulate a standard collection development program for Philippine academic libraries

Moreover, this study recommends conducting of related researches that will further help in drawing up a collection fitted to university researchers in the Philippines. These studies include:

1. By-subject are investigation of information preferences; and,

2. Comparative evaluation of information preferences between the Philippine university researchers and a relatively more advanced country as far as research output is concerned.

References

Bales, et. al.(2014). Associating co-authorship patterns with publications in high-impact journals [Electronic version]. *Journal of Biomedical Informatics*, December 2014, vol.52:311-318

Boyack, K. W., Clavans, R., & Borner, K. (2005). Mapping the backbone of science [Electronic version] *Scientometrics*, *64*(3), 351-374.

Canadian Science Publishing (2014). *Deeper insight: a phase 5 report for the Canadian Science Publishing.* Canadian Science Publishing: Canada.

Chaudhry, A.S. and Saleh Ashoor (1994, November). Comprehensive materials availability studies in academic libraries. [Electronic version]. *The Journal of Academic Librarianship, 20(5-6), 300-305.*

Chung, H. (2009). An analysis model of creating a core journal collection for academic libraries. [Electronic version]. *Library Collections, Acquisitions and Technical Services*, 33(1), 17-24.

Currie, L., & Monroe-Gulick, A. (2013, November). What do Our Faculty Use? An Interdisciplinary Citation Analysis Study [Electronic version]. *The Journal of Academic Librarianship*, *39*(6), 471-480.

Didegah, F. and Mike Thelwall (2013). Which factors help authors produce the highest impact research? Collaboration, journal and document properties, *Journal of Infometrics* 7(2013): 861-873

Franceschet, M. & Costantini, A. (2010). The effect of scholar collaboration on impact and quality of academic papers. *Journal of Infometrics*, 4, 540-553.

Ganzi, A., Sugimoto, C. R., & Didegah, F. (2012). Mapping world scientific collaboration: Authors, institutions, and countries. *Journal of the American Society for Information Science and Technology,* 63(2), 323-335.

Grossman, P. I., Valencia, S. W., & Hamel, F. L. (2005). Preparing language arts teachers in a time of reform. In J. Flood, D. Lapp, & S. B. Heath (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 404-407). New York, NY: Routledge.

Herring, S. D. (2002). Use of electronic resources in scholarly electronic journals: a citation analysis [Electronic version]. C*ollege and Research Libraries,* 63(4), 334-340

Jabr, Ferris (2013). The Reading Brain in the Digital Age: The Science of Paper versus Screens. *The Scientific American*. Retrieved September 10, 2014, from http://www.scientificamerican.com/article/the-reading-brain-in-the-digital-age-why-paper-still-beats-screens/.

Jan, R. (2009). Citation Analysis of Library Trends. [Electronic Version]. *Webology*, 6(1), Article 67

Katsouyanni, Klea (2008). Collaborative research: accomplishments and potentials. [Electronic version]. *Environmental Health*, 7(3).

Mission/Vision. (2012). In *De La Salle University Libraries*. Retrieved August 12, 2014, from http://www.dlsu.edu.ph/library/aboutthelibraries.asp.

Okrent, N. E. (2001). *Use of fulltext electronic resources by philosophy students at UNC-Chapel Hill: a citation analysis*. Retrieved February 18, 2014 from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1065&context=library_papers
.
Pancheshnikov, Y. (2007, December). A comparison of literature citations in faculty publications and student theses as indicators of collection use and background for collection management at a university library. [Electronic version]. *The Journal of Academic Librarianship, 33(6), 674-683.*

QS Top Universities (2014). *QS University Rankings: Asia 2014*. Retrieved March 10, 2015, from http://www.topuniversities.com/university-rankings/asian-university-rankings/2014#sorting=rank+region=+country=122+faculty=+stars=false+search=.

Rogers, Everett M. (1971). *Communication of innovations : a cross-cultural approach.* New York : Free Press.

Smith, E. T. (2003). Assessing collection usefulness: an investigation of library ownership of the resources graduate students use. [Electronic Version]. *College & Research Libraries*, 64(5): 344-355.

Waugh, K. & Ruppel, M. (2004, July). Citation of dissertation, thesis and research paper references in Workforce Education and Development. [Electronic version]. *The Journal of Academic Librarianship*, 30(4), 276-284.

Contact email: willian.frias@dlsu.edu.ph

University Students' Awareness towards Online Access Tools: A Case Study of the University of Tsukuba

Chiranthi Wijesundara, University of Tsukuba, Japan
Patrick Lo, University of Tsukuba, Japan
Qianxiu Liu, University of Tsukuba, Japan

Abstract
This study sought to identify students' awareness and accessibility of the online information access tools (OPAC and a MetaFind system named, TULIPS) provided by the University of Tsukuba Library. In addition, it attempted to identify whether students faced specific difficulties and challenges while using these online access tools for searching the library collection. A total number of fifteen students of different nationalities and cultural/ethnic backgrounds from the University of Tsukuba took part in this study. Qualitative face-to-face interviews were conducted for obtaining information on students' perceptions towards the user-friendliness and functional efficiency of both OPAC and TULIPS – in particular, to examine whether students were familiar with the basic searching and downloading functionalities of these two online access tools. The findings indicated that these student participants in general were aware of the availability of these two online access tools. However, they were unable to distinguish the functional differences between the OPAC and TULIPS. Owing to the language barrier, overseas students tended to face a higher level of difficulty when using both OPAC and TULIPS. Furthermore, students of different academic disciplines and cultural backgrounds tended to have distinctive information needs and expectations. This study also revealed that more hands-on training (provided by the University Library) would be needed if students are to make the best and maximum use of the library resources available.

Keywords: MetaFind, Online Access Tools, OPAC, TULIPS, Academic libraries, University of Tsukuba Library

iafor

The International Academic Forum

www.iafor.org

Introduction

The University of Tsukuba is one of the leading research universities in Asia, which is globally famous for research in physics, economics, physical education and social science, etc. Every year, thousands of students from all over the world come to study at the University of Tsukuba to get a globally recognized and affordable education. The Library of the University of Tsukuba plays a major role in providing resources in a great variety of formats for supporting the research, and teaching and learning activities of the university community as a whole.

The University of Tsukuba Library's main online access tool is named TULIPS (**T**sukuba **U**niversity **L**ibrary **I**nformation **P**rocessing **S**ystem) – a powerful electronic discovery/ Metafind system, which is designed to enable students to search multiple library resources (including: Online Public Access Catalogue (OPAC) and other electronic resources) simultaneously (See Appendix 1). According to the ODLIS or the *Online Dictionary for Library and Information Science* (Reitz, 2014), a discovery service is defined as "a single interface, providing integrated access to the multiple information resources (catalogues, publishers' e-book and e-journal collections, subscription databases, archival collections, etc.) to which a library has rights". TULIPS could be found in the most prominent place of the University Library's Homepage. With reference to the mechanism of the TULIPS system, it takes a user query, distributes it to a number of electronic sources, and returns the results to the end-user for selection. In other words, the TULIPS system functions like a powerful resources portal, providing a wide array of resources in a great variety of formats for the end-users to access and/or choose from.

As mentioned earlier, the OPAC can usually be found in the most prominent or 'eye-catching' place of a library's homepage. Under the digital era, the collection of an academic library would normally encompass materials of a wide variety of formats, including printed books, digital resources, maps, multimedia and archival materials, as well as CDs and DVDs, etc. Normally a library user would search the OPAC for locating books and other materials available in a variety of formats at a library. The *ALA Glossary of Library and Information Science* (1983) defines OPAC as a computer-based and supported library catalogue. It was originally a database retrieval system designed to be accessed via terminals at the library for users to directly and effectively search for, and retrieve bibliographic records without the assistance of a human.

Literature Review

A number of studies have been carried out at different educational institutions around the world, examining whether users of different nationalities and cultural backgrounds had different levels of awareness, as well as distinctive information-seeking behaviours, when it came to using the OPAC system for accessing resources provided by the library.

Abdullah (2000) carried out a study at Florida State University on the various factors affecting international students' use of OPAC and other information sources. The purpose of this study was to examine the information-searching behaviour of the international students at graduate level. Research results indicated that the

international students at graduate level preferred information sources in online format. Meanwhile, the online catalogue, references and the Internet were found to be the most frequently-used information sources amongst the international students being studied. Abdullah concluded that the barriers to the international graduate students' search behaviour were as identified as follows: limited computer experience and low English language proficiency. On the other hand, cultural proximity had minimal effect on their use of the online catalogue and other information sources. Meanwhile, other factors related to the information-seeking behaviour like gender, stage of study, as well as field of study were factors proven to be more influential.

Karl and Grant (2004) conducted a study on how university students perceived and interacted with different web-searching engines compared to the web-based OPACs. This was a qualitative study, which involved a total number of sixteen students. The findings suggested that the requirements of good OPAC interface design must be re-defined in the face of the new, web-based standards of usability, as well as the changing needs and expectations amongst the end-users.

Nisha and Ali (2011) conducted a study on the awareness and use of library intranet facilities (OPAC and bibliographic databases) available at the Indian Institute of Technology (IIT), New Delhi. The survey results revealed that the end-users in general were aware of the availability of the library intranet. However, it was discovered that the users encountered problems, which were caused by a lack of training and a limited number of computer terminals for accessing the library resources. Respondents suggested that they as the end-users should be taught how to construct effective search strategies, and the proper use of the controlled vocabularies, in order to yield more relevant search results, and make their searching experience more fruitful and less frustrating.

Devendra and Nikam (2012) studied the OPAC and its relations to the user perception at the university libraries in the Karnataka. The aim of this study was to learn about OPAC users' affirmative perception, post-affirmative perception and the level of satisfaction with the library OPAC system. The findings indicated that different user groups tended to have different perceptions and levels of satisfaction towards the OPAC system. Users' perception towards the OPAC system in general tended to be positive; only a small number of the survey respondents reported that they were not totally satisfied with OPAC.

Aims of the Study

This study aimed at examining a small group of local and foreign students' awareness and overall perceptions towards the online access tools provided by the University of Tsukuba Library in Japan. These chosen online access tools are namely TULIPS and OPAC. In addition, this study was set out to investigate whether this selective group of students faced particular difficulties and challenges while using the Library's online access tools.

Research Questions

This study was guided by the following specific questions:

1. Were the student participants aware of the online access tools (namely TULIPS and OPAC) provided by the University of Tsukuba Library?
2. What were student participants' perceptions towards the online access tools (TULIPS and OPAC) provided by the University of Tsukuba Library?
3. Were student participants satisfied with the overall performance of the online access tools?
4. Did the student participants face particular difficulties and challenges when using these online access tools?

Methodology

A small group of foreign students enrolled at the University of Tsukuba were invited to participate in a face-to-face questionnaire survey, to gather both quantitative and qualitative data. The study was carried out at the University of Tsukuba in November, 2014. The researcher of this study was responsible for administering questionnaires to the student respondents at the Central Library of the University of Tsukuba.

The questionnaire items consisted of both open-ended and close-ended questions, asking specific questions: students' level of study; country of origin, awareness, perceptions and ratings towards the overall performance of both TLUIPS and OPAC (For original questionnaire, see Appendix 2).

A limitation of this study was the relatively small sample size. In addition, no observation, in-depth interviews and large-scale surveys were carried out. Hence, the collected results might not represent the views of the whole student community. Despite its limitations, this study has provided many ideas and direction for further (research) in the same area.

Study Population and Respondents' Profile

A total number of fifteen local Japanese and foreign students, representing seven different nationalities were invited to take part in this study (see Table 1, Figures 1 & 2). For details regarding the degree levels, nationalities and fields of study amongst the student participants, see Table 1, Figures 1 and 2.

Table 1. Profile of Student Respondents

Students	Countries of Origin	Fields of Study	Degree Level
01	Yemen	International Relations	Masters
02	Cameroon	Disability Science	Masters
03	Kazakhstan	Humanities and Social Science	Masters
04	Latvia	Humanities and Social Science	Masters
05	Argentina	Economics	Masters
06	China	Humanities and Social Science	Masters
07	China	Library & Information Science	Research
08	China	Material Science	Ph.D.
09	China	Systems and Information Engineering	Research
10	China	Material Science	Masters
11	Japan	Comprehensive Human Science	Masters
12	Japan	Sports Science	Bachelors
13	Japan	Law	Research
14	Japan	French	Bachelors
15	Japan	Science and Technology	Masters
Note: Degree Level = 'Research' refers to students preparing to enter a Masters or a Ph.D.			

Figure 1. Total Number of Student Participants
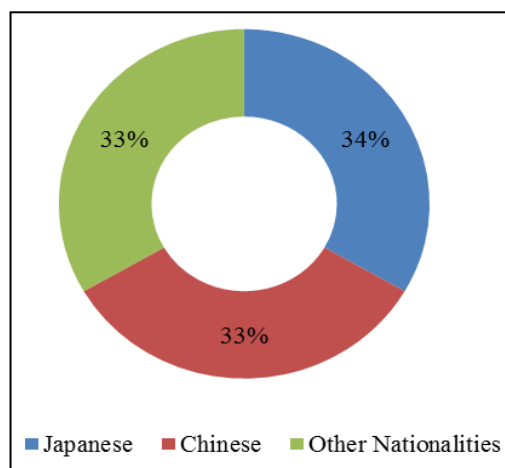
Figure 2. Degree Levels of the Student Participants
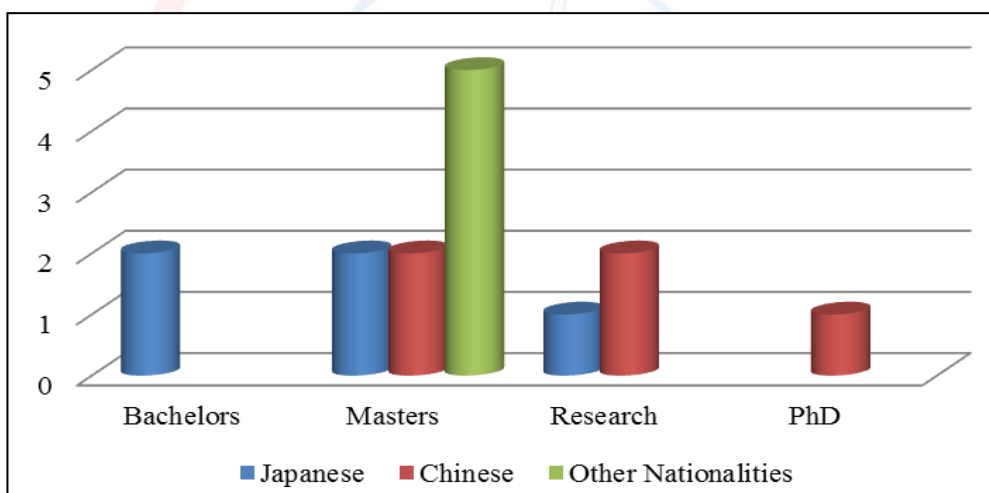
Data Analysis and Discussion

Information-seeking behaviour amongst the student respondents
On the questionnaire, the student respondents were asked, *"When you are looking for materials for formal study or research purposes, which of the following access tool(s) do you normally use?"* The findings indicated that out of all fifteen respondents, five students (32%) would use the University Library's Online Access Tools (i.e., both TULIPS and OPAC), while 4 (24%) simply preferred using Google. Meanwhile, two (13%) preferred using Google Scholar instead. Another two (13%) said that they would use a combination of the above methods (see Figure 3).

Meanwhile, two students (13%) said that they would go directly to the University Library, and look for their desired materials via randomly browsing through the physical bookshelves. The remaining respondent (5%) was a Ph.D. student, and she indicated that her preferred method of information seeking was to go through the

reference lists of research papers, or other scholarly websites to track down more specific papers of interest.

Figure 3. Information-Seeking Behaviour amongst the Student Participants
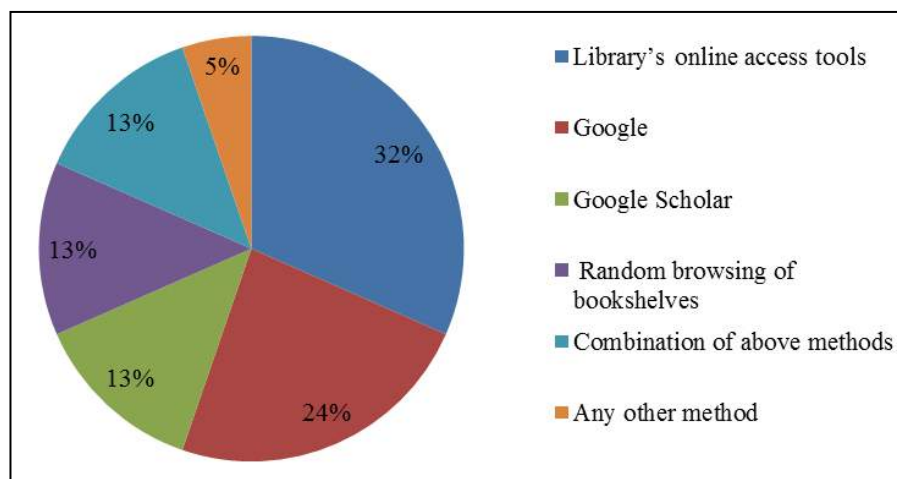
Students' overall awareness of the University Library's online access tools

The second questionnaire item asked the student respondents, *"Are you familiar with the Library's online access tools?"* The findings revealed that a majority of the students were aware of the availability of the online access tools (TULIPS and OPAC) provided by the University Library. For example, thirteen students (87%) indicated that they were aware that the main online searching tool (TULIPS) provided by the University Library. All the student respondents indicated that they had experience in using the TULIPS system for searching book items and journal articles in both printed and electronic format. However, none of them were able to articulate the differences in terms of the functionalities between the TULIPS and the OPAC systems.

Difficulties and challenges identified by students when using the University Library's online access tools

The fifth questionnaire item asked the student respondents, *"Have you ever faced any difficulties when using the OPAC or TULIPS?",* and a list of difficulties and challenges encountered by the student respondents are reported in Table 2.

Table 2. Difficulties Encountered/ Identified by the Student Respondents while Using the Library's Online Access Tools

Difficulties Encountered/Identified by the Student Respondents	No. of Students	Students' Countries of Origin	Percentage (%)
It gives too many irrelevant search results, and I don't know how to limit or screen out my desired search results afterwards…	4	Argentina Cameroon China Yemen	26.7
The English interface does not provide enough information.	1	Argentina	6.7
Not enough hands-on training is provided by the library staff for teaching how to search the interface. Besides, English library workshops are not available.	5	Argentina China Japan Latvia Yemen	33.3
It does not provide a detailed User Manual in English	1	Yemen	6.7
The online HELP options (in English) are very limited.	1	Argentina	6.7
Locational information / floor plans are difficult to read.	1	Latvia	6.7
The display of search results are confusing / not easy to read.	4	Argentina Cameroon China Yemen	26.7
Sometime, the search result would suggest the desired book item is available, but when you actually walk to the bookshelves, you cannot find the actual physical book item.	3	China Japan Kazakhstan	20.0
Too time-consuming to screen out the relevant or desired materials, since I am usually overwhelmed with too many irrelevant search hits.	2	Argentina China	13.3

Student respondents' perception towards the English interface
The University Library plays an important role in supporting the learning and research needs of the students at all levels, in an ever-changing digital environment.

The OPAC and TULIPS systems are usually consulted most frequently amongst the end-users (students), as well as being the first point for accessing the library resources, regardless they are in printed or in digital format. Given the fact that an increasing number of foreign students coming to study at the University of Tsukuba, it is therefore important to investigate whether these foreign students face particular

difficulties and challenges when using the English interfaces of the Library's online access tools (See Appendix 3). For a list of comments given by the student respondents regarding the overall user-friendliness of the English interfaces of both TUPLIS and OPAC, see Table 3.

Table 3. Foreign Students' Comments towards the English-Language Interfaces of both TULIPS and OPAC

Student Respondents' Comments	Students' Countries of Origin
The interfaces seem user-friendly, but when you actually start searching, it is kind of difficult… because there is simply not enough information in English for guiding the user.	Yemen
[I am] comfortable using the English-language interfaces of both TULIPS and OPAC.	Cameroon Kazakhstan
Japanese and English versions are not the same and they are not compatible with each other.	Latvia
The [English interfaces] of both TULIPS and OPAC need to give more HELP options; and also need to provide more detailed instructional information in English.	Argentina
Should modify the interfaces [of both TULIPS and OPAC] to match with the needs and expectations of the foreign students, who have not mastered the Japanese language.	Latvia
Generally speaking, the English interfaces [of both TULIPS and OPAC] are user-friendly…	Argentina Cameroon Kazakhstan Latvia Yemen

Comments listed in Tables 2 and 3 revealed that a majority of the foreign students faced difficulties with both TULIPS and OPAC, as both systems lack adequate instructional information in English for guiding the end-users how to navigate through both systems' interfaces. For example, both interfaces do not provide a detailed and easy-to-follow online manual or HELP options in English – to give assistance to these foreign students, so that they could make good and maximum use of the library resources available.

TULIPS is currently being put in the most prominent and eye-catching place of the Library Homepage – for this reason, TULIPS is expected to be the first point for accessing the library materials. At the same time, the student respondents in general were unable to identify the functional differences between TULIPS and OPAC. Given the fact that TULIPS is such a powerful online harvesting tool, and is capable of searching multiple resources concurrently, these foreign students could be easily overwhelmed with a large pool of irrelevant search hits. Unfortunately, the TULIPS interface does not provide a proper user guide in English for teaching these foreign

student users how to use the "Limit Search" option to screen out the relevant results – they could easily end up being confused or frustrated, especially when they are not experienced library users, or not have mastered the Japanese language.

Request for assistance from University Library staff?

Questionnaire item 3 asked the student participants, "*When you are using TULIPS / OPAC, do you normally need assistance from the library staff?*", and a number of the foreign students indicated that they were reluctant to seek help from the University Library staff, as they (Japanese library staff) are unable to communicate with them in English. For this reason, these foreign students would normally choose to walk away with their problems and frustrations, as they felt uncomfortable approaching the non-English-speaking library staff for their assistance.

Student respondents' overall satisfaction towards the online access tools

Questionnaire item number 8 asked the student respondents, "*What do you think about the overall interface design of the OPAC / TULIPS?*", and student respondents' overall ratings are as follow:

47% of the total student respondents rated both interfaces as "Good";
33% of them rated both interfaces as "Fair";
7% rated "Very Good";
Less than 10% of them rated "Poor";
and 3% rated 'Very poor' interface (see Figure 4)

Figure 4. Student Respondents' Ratings towards the Levels of User-friendliness of TULIPS and OPAC
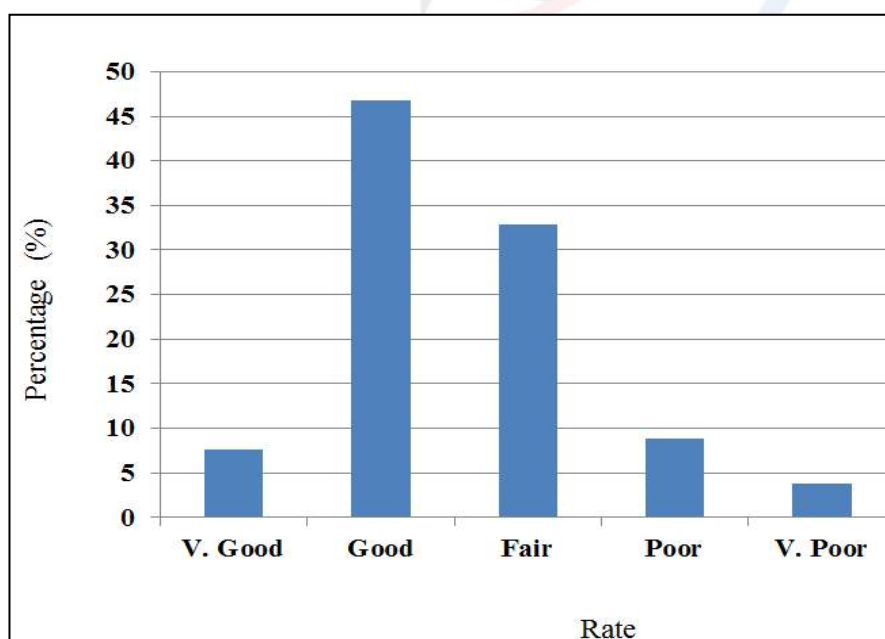
Conclusion

One of the main objectives of this study was to identify the students' overall awareness of the online access tools provided by the University of Tsukuba Library. According to the findings of this study, it was apparent that the student respondents were aware of the Library's online access tools (i.e., both OPAC and TULIPS), and students in general understood that the TULIPS system was designed to enable them to search multiple library resources (OPAC, digital databases, electronic journals, etc.) simultaneously. However, the student respondents were unable to identify the functional differences between TULIPS and OPAC.

The results of the current study also revealed that since students in general did not understand the functional differences between TULIPS and OPAC, they would normally perform searching directly under TULIPS, even when they were only looking for printed book items (held at the University Library), and not electronic articles. Since TULIPS is such a powerful searching/harvesting tool that enables one to search across a number of databases (including OPAC) concurrently, and all search results are integrated into a single set – in most situations, the end-users would end up being overwhelmed with a large amount of irrelevant search results -- especially when the end-user is incapable of constructing an effective search strategy, or did not know how to use the "Advanced Search" option to narrow down their preliminary search results afterwards.

Findings of this study also revealed that the student respondents tended to do their searching by themselves, that is without asking for any assistance from the University Library staff. At the same time, they indicated that proper training on using both TULIPS and OPAC (provided by the University Library staff) would be highly desirable. Unfortunately, most of the staff at the University Library speak Japanese only, and the workshops provided by the University Library are also conducted in Japanese only, foreign students are therefore discouraged to approach the Library staff to request for assistance, even when they face difficulties while using OPAC or TULIPS. Providing instructional information in English next to the OPAC / TULIPS terminals (inside the University Library) might be the most effective and yet immediate solution for overcoming the problem stated above. Furthermore, University Library could recruit Japanese students with good English skills, or foreign students with good Japanese proficiency to assist the full-time library staff to serve at the Reference Services Counter or assist in giving library workshops.

Being able to use both OPAC and TULIPS effectively, proper training is absolutely required, e.g., one needs to learn how to limit the search results (from a large pool of search hits harvested from multiple resources) by formats or how to sort results by date, or relevance, etc. For the reasons stated above, the University Library staff should also consider designing tailor-made training sessions, which could match with the different needs and expectations amongst the student groups from different cultural/ethnic backgrounds, or at different study levels. The University Library should also consider offering small-group orientations or workshops in English catered to these foreign students, based on their academic disciplines upon requests.

According to the results of the current study, it is apparent that the English and Japanese interfaces of both systems (OPAC and TULIPS) have differences in terms of

their functionalities, and are not compatible with each other. For example, some student respondents stated that the instructions and other supporting information on the Japanese interface are much clearer and more descriptive than its English counterpart. Such a problem could be easily eliminated if both English and Japanese interfaces carry the same amount and level of information for guiding the end-users. In addition, the instructions under the "Help Options" for both OPAC and TULIPS should be much more descriptive and clearer. Such an enhancement could be easily achieved by the University of Tsukuba Library staff with minimal costs and effort.

Given the increasing number of foreign students and faculty staff at the University of Tsukuba, it is imperative that the University Library provides services and facilities that could measure up to the diverse needs and expectations of these non-Japanese users. Providing more detailed, correct, and easy-to-follow information for the English interfaces of both TULIPS and OPAC would no doubt encourage both foreign students and faculty members to make good and maximum use of the library resources. Furthermore, it would facilitate these non-Japanese library users to become more self-reliant when it comes to information searching. Providing these foreign students with a positive experience when using the University Library's facilities and resources is equally important. Finally, the University of Tsukuba Library could take more initiatives, in terms of learning from other overseas academic libraries and research institutes – observing how these libraries provide bilingual information to their end-users in facilitating them to achieve scholarship and attaining better learning outcomes.

References

Abdullah, A. S. (2000). *Factors Affecting International Students Use of the Online Catalog and Other Information Sources* (PhD dissertation). Florida State University. Retrieved from http://library.hku.hk/record=b2688890

Ansari, M. A., & Amita. (2008). Awareness and use of OPACs in five Delhi libraries. *The Electronic Library*, 26(1), 111-129. http://dx.doi.org/10.1108/02640470810851789

American Library Association. (1983). *The ALA Glossary of Library and Information Science*. American Library Association, Chicago.

Dai Luong, T., & Li Liew, C. (2009). The evaluation of New Zealand academic library OPACs: a checklist approach. *The Electronic Library*, 27(3), 376-393. http://dx.doi.org/10.1108/02640470910966844

Devendra & Nikam, K. (2012). OPAC and user perception in Law University Libraries in the Karnataka: A Study. *International Journal of Information Dissemination and Technology* 2(4), 301-306. Retrieved from http://www.ijidt.com/index.php/ijidt/article/view/245/pdf

Fabunmi, O. M., & Asubiojo, B. O. (2013). Awareness and use of online public access catalogue by students of Obafemi Awolowo University, Ile-Ife, Nigeria. *Library Philosophy and Practice*, Paper 922. Retrieved from http://digitalcommons.unl.edu/libphilprac/922

Karl, V. and Grant, C. (2004). 'I still like Google': University student perceptions of searching OPACs and the web. *Proceedings of the American Society for Information Science and Technology,* 14, 138–146.

Nisha, F., & Ali, N. (2011). The application and use of library intranet services at the Indian Institute of Technology, Delhi. *Library Philosophy and Practice*, 01. Retrieved from http://www.webpages.uidaho.edu/~mbolin/nisha-ali.pdf

Reitz, J. M. (2014). *ODLIS- Online Dictionary for Library and Information Science*. Retrieved from http://www.abc-clio.com/ODLIS/odlis_d.aspx

Appendix 1

University of Tsukuba Library Online Access

Tools (TULIPS & OPAC)

(Details available at: https://www.tulips.tsukuba.ac.jp/lib/en)

01.	When you are looking for materials for formal study or research purposes, which of the following access tool(s) do you normally use? 1. University Library's online access tools? 2. Google? 3. Google Scholar? 4. Random browsing of the bookshelves without using the OPAC? 5. A combination of the above methods? 6. Any other methods?
02.	Are you familiar with the Library's online access tools? 1. If yes, do you know the differences between the online access tools TULIPS and OPAC? 2. Under what situations would you use TULIPS? 3. Under what situations would you use the OPAC?
03.	1. When you are using the OPAC, do you normally need assistance from the library staff? 2. When you are using TULIPS, do you normally need assistance from the library staff?
04.	1. Have you ever received any training from the library staff to use TULIPS? 2. Have you ever received any training from the library staff to use the OPAC? 3. In order to use either the OPAC or TULIPS well, do you think receiving proper training from the library staff is necessary?
05.	1. Have you ever faced any difficulties when using the OPAC or TULIPS? 2. If yes, please explain in detail what these difficulties are.
06.	1. With reference to the OPAC, do you think its Japanese-language interface is user-friendly and easy to use? If yes, how? *(This question is for Local Students only)* 2. With reference to TULIPS, do you think its Japanese-language interface is user-friendly and easy to use? If yes, how? *(This question is for Local Students only)*
07.	1. With reference to OPAC, do you think its English-language interface is user-friendly and easy to use? If yes, how? *(This question is for International Students only)* 2. With reference to TULIPS, do you think its English-language interface is user-friendly and easy to use? If yes, how? *(This question is for International Students only)*
08.	What do you think about the overall interface design of the OPAC / TULIPS? (Rating : 5- Very Good / 4- Good / 3- Fair / 2- Poor / 1-Very Poor) 1. Overall user-friendliness 2. Efficiency of searching (e.g.: does it take a long time for the search results to appear?) 3. Easy to navigate between web pages and different online functions? 4. Searching capabilities/options (e.g., flexible? versatile?) 5. Function icons (e.g., easy to understand & follow?) 6. Online help options (online instructions are clear & easy to understand and follow?)

09.	Your opinions/ suggestions on either the OPAC or the TULIPS.
10.	Any other suggestions or comments you would like to share?

Appendix 2

Interview Questions

Information about you:
1.   Your field of study?
2.   Your country of origin? (If an international student)
3.   Degree level?

Appendix 3

TULIPS Help Options (in Japanese only)

(Details available at: http://proquest.sunmedia.co.jp/tsukuba/help.html)

OPAC Help Options

(Available at: https://www.tulips.tsukuba.ac.jp/mylimedio/help/help.do?page=toc)
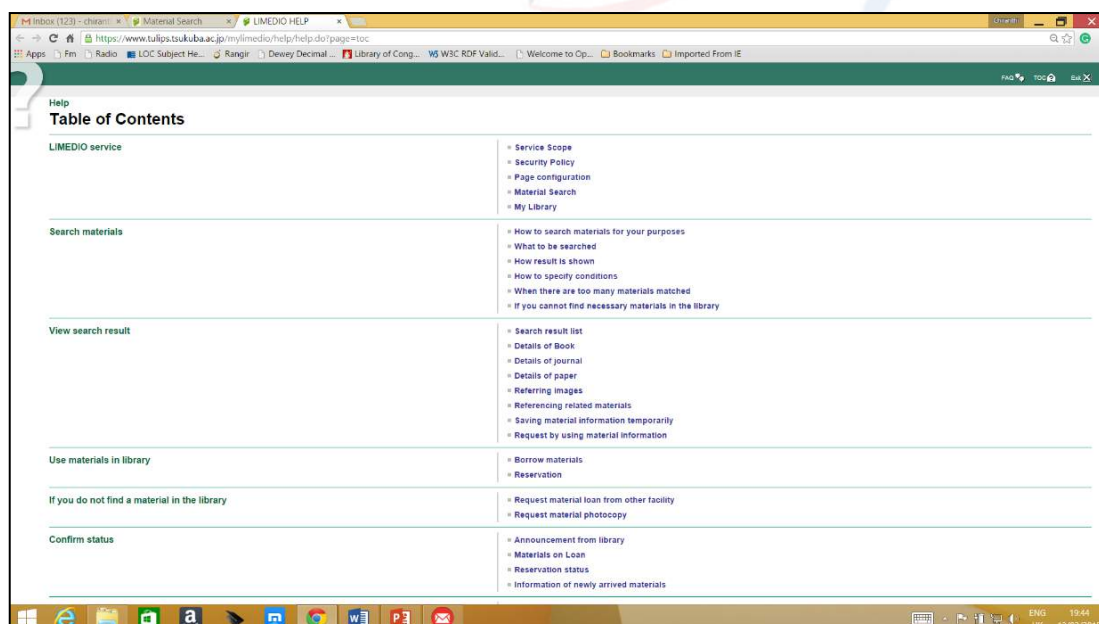
Power Shift: Reinterpreting the G.E. Morrison Collection

Louise Denoon, State Library of New South Wales, Australia
Rachel Franks, State Library of New South Wales, Australia
Sally Hone, State Library of New South Wales, Australia

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
The Dr George E. Morrison Collection of diaries, manuscripts and photographs – held by the State Library of New South Wales (Australia) – provides a unique suite of insights into the power of communication, between East and West, in the late nineteenth and early twentieth centuries. George Morrison, sometimes referred to as Morrison of Peking, worked, in China, as a correspondent for *The Times* and so exercised both influence and power in the development of East-West relations. This paper explores this power and how power, in Australian-Chinese relations, has been repositioned by subsequent key Australian figures visiting China, including former Prime Ministers Gough Whitlam and Kevin Rudd. In addition this paper will unpack how, as custodians for this important material, the State Library of New South Wales facilitates new stories from this Collection. Indeed, the Morrison Collection represents a rich reservoir for research but requires innovative responses after decades of traditional scholarly activity in this area. Such innovation is designed to inspire more use of this Collection as well as more creative interpretations of the materials within it, thus sharing and shifting power across the literature, the librarians who care for it and the scholars who will reinterpret this valuable material today and in the future.

Introduction

The Dr George Ernest (G.E.) Morrison Collection, dominated by diaries, manuscripts and photographs – held by the Mitchell Library, State Library of New South Wales (Australia) – provides a unique suite of insights into the power of communication, between East and West, in the late nineteenth and early twentieth centuries. George Ernest, or G.E., Morrison (sometimes referred to as Chinese Morrison, or as Morrison of Peking) was a man who was aware of his place in history which presents both challenges and opportunities for those working with the Morrison materials:

a Collection of items created by, as well as collected by, Morrison throughout his life. Of particular concern for many researchers is the idea of producing histories from correspondence and diaries – which in many respects provide the essence of this particular Collection – that were written, predominantly, within a framework of anticipation of a wider audience. This is despite there being some identified differences between these works and writings presented, by Morrison, through his journalism which was intended for a more immediate and much more extensive readership. Moreover, there was a public anticipation surrounding the diaries as noted by A.E. Hippisley who, in writing one of Morrison's obituaries, 'Dr George Ernest Morrison' for *The Geographical Journal*, emphasised the importance of these records, when he stated that: 'Morrison kept a minute and carefully compiled diary, the publication of which would throw many valuable and interesting side-lights on events in the Far East during the last quarter of a century' (1920).

The ultimate aim of this paper is, not to explore George Morrison's life in detail, but to explore how the George E. Morrison Collection might be interrogated by a variety of scholars. It is hoped that this work will serve as a case study and might be utilised by library and information services professionals within institutions that hold collections which share two key characteristics with the George E. Morrison Collection: complexity and volume.

George E. Morrison: The Collection

In the context of this Collection the items that were brought together and produced for a multi-generational audience – which presents issues of superimposing, upon events and persons, a filter which Morrison constructed that, in various ways, at some points constrict and at other points guide the interpretation of this archive – presents traditional challenges to the researcher working with these types of records. Another challenge for researchers is the sheer size of the Collection which presents items across several formats, including: diaries; letters; newspaper clippings; and photographs, most of which focus on life in China during the late 1800s and early 1900s.

The Library is also custodian of several important objects, including personal items, belonging to Morrison, such as: cutlery; a leather satchel and a pen knife; small pieces of a spear removed from Morrison's nose and abdomen after being attacked while on an expedition in New Guinea in 1883; and a six centimetre bronze Peking Siege Medal which was awarded to him for bravery, having been wounded whilst undertaking a rescue, during the Boxer Rebellion in 1900.

The core of the Collection comprises 238 boxes and volumes of manuscripts; 21

boxes and volumes of photographs, drawings and prints as well as a box of glass negatives, a miniature and four etchings; and two boxes of realia which contain over 30 items (some of which are described briefly above). These items are supplemented by a series of subject files, of which there are 139 volumes and six boxes, accounting for 5.5 linear meters of shelf space, that contain correspondence accompanied by notes, memoranda, news cuttings, printed material, agreements, maps, certificates and various other documents. These subject files are augmented by the Morrison Miscellanea. This component of the Collection is made up of nine volumes and six boxes of textual material and ephemera including invitations, invoices, visiting cards, receipts, notebooks, tickets and menus. This Miscellanea serves to facilitate an increased comprehension of George E. Morrison and the worlds – from Australia to China and beyond – that he occupied. So too, does Morrison's Correspondence and Letter Books, covering the period 1850-1923, of which there are 78 volumes and two boxes of material.

The volumes of newspaper cuttings, curated by Morrison, which reflect Western and Eastern journalism, reveal a narrative of power relations between East and West while simultaneously serving to offer a commentary on the power of this type of mass communication, fill 41 boxes and one volume. These cuttings from Western newspapers – covering the period between 1873 and 1935 – are also a valuable source of detail for researchers, as are the additional five boxes of cuttings from the English editions of Chinese newspapers. There is also, within the Collection, a series of seven boxes of textual material being works for publication.

The substance for much scholarly activity on Morrison has been his diaries of which the Mitchell Library, State Library of New South Wales holds 62 volumes. A digitised copy of a diary entry, made by Morrison, on New Year's Day 1906, appears at Figure 1.
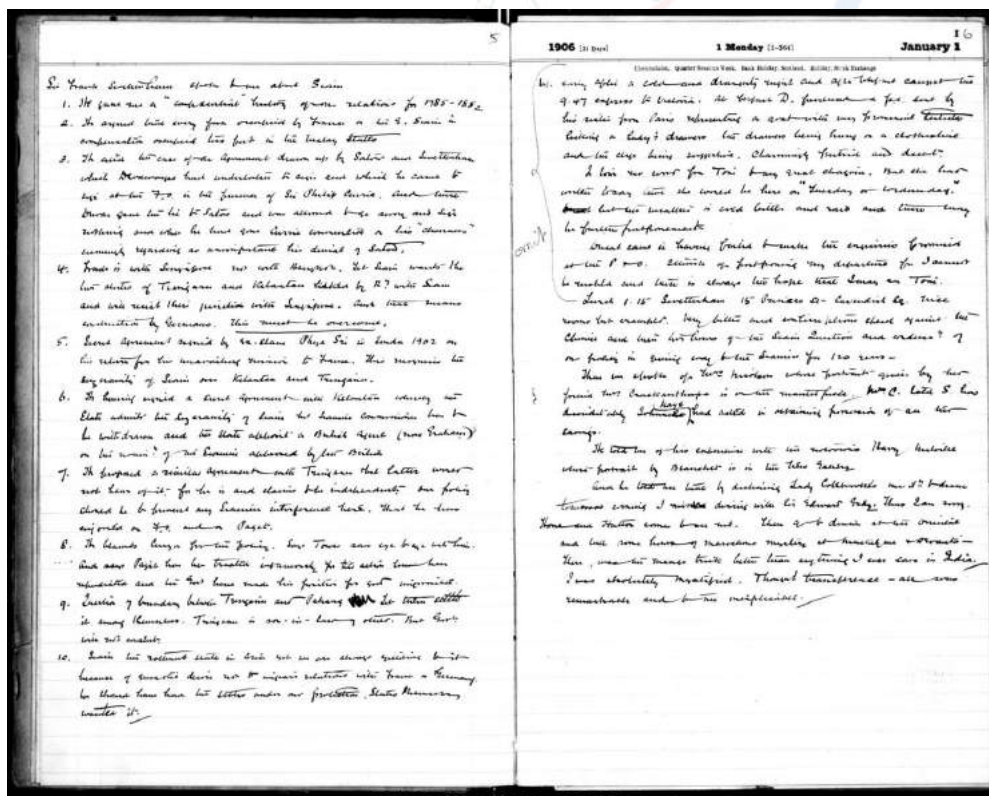
Figure 1. George Ernest Morrison's Diary. 1 January1906-29 March 1906.
Mitchell Library, State Library of NSW. MLMSS 312 / 12 / Item 2

The Library has published a guide to the Collection, *Guide to the Papers of George Ernest Morrison in the Mitchell Library, Sydney* (1977) compiled by Sybil Blanton. In addition to producing this *Guide*, the 1970s witnessed a number of efforts to make this Collection more accessible. This included a program to microfilm the diaries and to digitise some of the photographs within the Collection.

Yet the scale and scope of the Collection is such that it creates a situation in which the researcher is routinely confined to identifying and exploring fragments of a life instead of a clear, linear story. The Collection, however, has the potential to be segmented with individual stories, that are in addition to the central story of Morrison, that can be investigated in depth and integrated with other stories in ways that present new ways to appreciate – and critically – to understand this unique Collection. Of course the widely-recognised importance of the Collection has seen numerous scholars face, and successfully overcome, these, and other, challenges to produce an extensive suite of regularly cited biographical, historical and political works from Morrison's oeuvre. There is, obviously, more to be done and this paper seeks to highlight the potential to draw new stories from a Collection that has been held since 1946, when the Collection was given to the Mitchell Library by the Morrison family, and, since that time, has been accessed regularly to produce presentations and publications, some of which are discussed below.

George E. Morrison: An Unusual Life

Before listing some of the research efforts that have been made, utilising the George E. Morrison Collection, it is important to ask: 'Who was George Morrison?' George Ernest Morrison was born in Geelong – a city which is, today, the second largest in Victoria after the state's capital Melbourne – Australia, on 4 February 1862. Morrison would grow up in his home state but much of his life would be spent overseas, until his death, from 'inanition associated with chronic pancreatitis,' on 30 May 1920 in Sidmouth, in Devon on the South West of England (Gregory 1986).

Figure 2. George Ernest Morrison as a Young Man.

Mitchell Library, State Library of NSW.

Morrison was a man who, even by today's standards, would be considered an adventurer. In 1880 he undertook the first, of what would be many, lengthy walks, travelling from Geelong, along the coast to Adelaide in South Australia. A journey of approximately 1,200 kilometres (Gregory 1986) this walk was detailed in a diary and subsequently sold for publication in *Leader*.

A more substantial publication would appear five years later in book form, after another major walk, this time on foreign soil, as *An Australian in China: Being a Narrative of a Quiet Journey across China to Burma* (1895).

> In the first week of February, 1894, I returned to Shanghai from Japan. It was my intention to go up the Yangtse River as far as Chungking, and then, dressed as a Chinese, to cross quietly over Western China, the Chinese Shan States, and Kachin Hills to the frontier of Burma. The ensuing narrative will tell how easily and pleasantly this journey, which a few years ago would have been regarded as a formidable undertaking, can now be done.

> The journey was, of course, in no sense one of exploration; it consisted simply of a voyage of 1500 miles up the Yangtse River, followed by a quiet, though extended, excursion of another 1500 miles along the great overland highway into Burma, taken by one who spoke no Chinese, who had no interpreter or companion, who was unarmed, but who trusted implicitly in the good faith of the Chinese. Anyone in the world can cross over to Burma in the way I did, provided he be willing to exercise for a certain number of weeks or months some endurance – for he will have to travel many miles on foot over a mountainous country – and much forbearance. (Morrison 1895, 1)

Morrison's travels, and his recordings of these, would bring him celebrity status. The engaging style in which he wrote – telling of easy and pleasant journeys, rather than arduous and dangerous expeditions – would certainly have contributed to the popularity of these texts.

Despite these travels, and some other interruptions to his university studies, Morrison would qualify as a medical practitioner in late 1887 (graduating from the University of Edinburgh, rather than the University of Melbourne as he had originally intended), pursuing the world of medicine in Spain as well as Australia. Yet he would, ultimately, return to writing – in the form of journalism – and went on to work, in China, as a correspondent for *The Times* and, throughout his career, exercised both influence and power in the development of East-West relations. This appointment was made after he had undertaken his spectacular walk, noted above, of 5,000 kilometres, in 1894, across China from Shanghai to Rangoon. This situates Morrison in a unique space as both a tourist in, and as an interpreter of, China.

Morrison's timing also greatly influenced him as a man, journalist and collector. His work in China coincided with major historical events including the Boxer Rebellion in Peking in 1900, the Russo-Japanese War of 1905 and other international happenings. In 1912 Morrison resigned from his post with *The Times* to become a political adviser to the President of the new Chinese Republic: Yuan Shi-kai. Amidst such professional

change, his personal life also underwent a transformation when he married New Zealander Jennie Wark Robin, with whom he had three sons. Morrison would continue to be connected to important points on historical timelines including the Versailles Peace Conference in 1919 which he attended as a member of the Chinese Delegation. Morrison's health was, however, in decline at this time and he died, in England, the following year.

Figure 3. Jennie Wark Robin in a Lounge Chair, Peking.
Mitchell Library, State Library of NSW.

It is fascinating to note that as the Mitchell Library, State Library of New South Wales now holds the Morrison Collection, Morrison himself was a great collector and built an impressive library while he was in China. In 1917 Morrison sold his library of Western language works on China (including over 20,000 volumes as well as maps and pamphlets) to Baron Hisaya Iwasaki, a former president of the Mitsubishi Corporation, for £35,000 (over AUD $3,148,000 in 2014).

Figure 4. Photograph of George Ernest Morrison's Library, Peking. Circa 1917. Mitchell Library, State Library of NSW. PX*D 152

Morrison, despite his connection to, and regular defences of, China (Morrison is acknowledged, throughout much of the literature dedicated to his life and times, for his sympathy with and understanding of China; he would react with outrage against Westerners that insulted and misunderstood China and he obviously held great hopes for the nation's future), was very much a child of Empire. He was also a man who was proud of being an Australian. His personal bookplate, reproduced below, demonstrates this. The plate features many of the traditional hallmarks of an enthusiastic collector with the owner's name dominant, a banner supporting the script and a heavy border. The plate also features a variety of flora and fauna unique to Australia including a kangaroo and an emu (two animals which are prominent on the Coat of Arms of Australia).

Figure 5. Photograph of George Ernest Morrison's Bookplate, from a Volume held in the Mitchell Library, State Library of NSW. Photograph R. Franks.

Power: From Morrison to Whitlam and Rudd

One of the purposes of this paper is to explore, though briefly, the idea of power and how power, in Australian-Chinese relations, has been repositioned by subsequent key Australian figures visiting China, including former Prime Ministers Gough Whitlam and Kevin Rudd. Between Morrison and Whitlam, and later between Whitlam and Rudd, there were several visits to China from Australia, as well as a wide variety of Westerners, yet the mythology around the mysterious East endured at least until 1972 when diplomatic relations between Australia and China were normalised and considered routine by both political commentators and the general public.

Upon being elected Prime Minister of Australia, in late 1972, Gough Whitlam began delivering upon his promised programs of reform. One of the new Prime Minister's announcements was 'the first step towards recognition of China' (Mitchell 2014, 170). Controversially, Whitlam had visited China, the year before. He was immediately attacked, by then Prime Minister, William McMahon who declared the excursion 'a stunt' but East-West relations were destined for change. Within one day of Whitlam's work in China being covered on mainstream media around the world the then President of the United States of America, Richard Nixon, announced he would make an official visit to the country within ten months (Mitchell 2014, 160).

It is popularly believed in Australia that Prime Minister Gough Whitlam established an ongoing relationship with China. There is no doubt that the visit in 1972 was a pivotal moment for the economic, cultural and diplomatic relations between the two nations. Similarly, Kevin Rudd, who was Prime Minister of Australia between 2007 and 2010 and again, for less than three months, in 2013, heralded – aided by his fluency in Mandarin – a new openness and familiarity between the two countries. It is an easy trope for a leader to have exploited. To open up, to visit, to pave the way, to build the foundations and to have 'discovered' China. As the Morrison Collection clearly attests, Australia's relationship with China has deep roots and is more complex than is commonly assumed.

This relationship, today, is reflected in Australian exports to China, Chinese investment in Australia and the recent signing, on 17 November 2014, of the China-Australia Free Trade Agreement, an Agreement that, 'lays a historic foundation for the next phase of Australia's economic relationship with China' (austrade 2014, online). Some of the outcomes of this relationship can also been seen in the wide variety of cultural and educational exchanges the two nations enjoy. It is interesting to imagine whether George E. Morrison foresaw the extent and nature of Australia's contemporary relationship with China. His unique understanding of both countries would certainly have placed him in a position to conceptualise how this relationship might develop. That Morrison could have conceived of the accelation of investment levels (particularly around agriculture and raw resources) and the extroadinary numbers of tourists – which would transform travel between Australia and China from an 'adventure' to the 'every day' – is, of course, speculation.

Political power, which in broad terms has been well documented elsewhere, has, specifically for Australia been crafted out of power relations inherited from England. For this paper the idea of shifting power is of special interest. For example if we shift the central story of Morrison – not to exclude him from the narrative but to allow other voices within the stories of this Collection to be heard in different ways – how does power, and the perception of power, change?

Telling Traditional Stories
Much of the work around Morrison focuses on the man; and the structure of the archive easily facilitates this approach. The archive, designed as noted above to be digested by an audience much wider than Morrison's immediate circle of correspondents prioritises, by default, the personal story. As a result a significant amount of scholarship presents the items within the Collection in the exclusive context of Morrison and we profile here some of the more outstanding, as well as more well-known, examples of intellectual engagement with the Morrison story.

Lectures
An excellent example of a scholarly suite of presentations on China in general and Morrison in particular can be seen in the George E. Morrison Lecture Series. Established in 1932 'to honour for all time the memory of a great Australian who rendered valuable services to China and to improve cultural relations between China and Australia' (ANU 2014), the Series recently celebrated 75 years of presenting scholarship in this area. The inaugural lecture, presented by W.P. Chen, focused on Morrison himself, *The Objects of the Foundation of the Lectureship, and a Review of Dr Morrison's Life in China*, was delivered on 10 May 1932. In this way Australia

reflected upon power relations and power frameworks while acknowledging that the nation's relationship with China was an important one to be pursued.

Other lectures, within this Series, to focus on Morrison include H.V. Evatt's *Some Aspects of Morrison's Life and Work* (1952) and Linda Jaivin's *Morrison's World* (2011). Many of the lectures analyse elements of Chinese cultural, philosophical and political life. Today, the Series is administered by the Contemporary China Centre, within the Department of Political and Social Change, at the Australian National University.

Articles

There are a wide range of articles – from journal-based to web-based pieces – that exclusively explore Morrison or acknowledge Morrison as part of a wider storytelling project. These works include: S. Couling's work on Morrison's library (1917) and Claire Roberts' work on Morrison's studio and library (2008); articles around Australians travelling to China including Frances Wood's work 'Marco Polo, Orientalism and the Experience of China: Australian Travel Accounts of Mao's Republic' (2004) for the *Asian Studies Review*. Morrison is also mentioned in studies of journalism including Winston G. Lewis' research which produced 'The Quest for William Henry Donald (1875-1946): That Other Australian in China' (1988) for the *Asian Studies Association of Australia*.

Books

Of course many books have been produced, by Morrison, as well as others. Key texts include Morrison's memoir *An Australian in China: Being the Narrative of a Quiet Journey across China to Burma* (1895) which was republished in 1985, with an introduction by David Bonavia. There are also biographies available including *The Man Who Died Twice: The Life and Adventures of Morrison of Peking* (2004) and *The Life and Adventures of Morrison of China* (2007) both by Peter Thompson and Robert Macklin and an earlier biography, *Morrison of Peking* (1967 with imprints in 1968, 1970, 1981 and 1991) by Cyril Pearl. There is also a visually striking photographic essay, *G.E. Morrison's Journey in Northwest China in 1910* (2008), with original captions and photographs by Morrison that have been compiled and translated by Dou Kim and Helen Lo. Scholarship has also taken the form of edited collections including Lo Hui-Min's work on Morrison's correspondence, a two-volume opus titled *The Correspondence of G.E. Morrison* (1976-1978). Many of these, and other, works are offered in the context of Morrison the man; which the authors of this work do not deny is a compelling tale. Yet there are multiple contexts in which these items can be placed that could – not necessarily be designed to exclude Morrison from the narrative – but rather re-position Morrison as a minor player. This could open up opportunities to utilise the Morrison Collection in different and innovative ways.

Facilitating New Stories

As noted above, the ultimate aim of this paper is to explore how the George E. Morrison Collection might continue to be utilised as described here as well as highlight how the Collection can be interrogated by a variety of scholars to generate a new suite of stories from this valuable material. How do library and information professionals, as custodians for this Collection at the State Library of New South Wales encourage new stories about, and around, George E. Morrison? Similarly, how can library and information professionals working with collections that are equally

significant – both in the size of the collection as well as the complexity of the items within that collection – also work to facilitate increased use. Indeed, the Morrison Collection represents a rich reservoir for research but requires innovative responses after decades of traditional scholarly activity in this area. Such innovation is designed to inspire more use of this Collection as well as more creative interpretations of the materials within it, thus sharing and shifting power across the literature, the librarians who care for it and the scholars who will reinterpret this valuable material today and in the future.

In many respects this paper is an invitation to re-think and re-purpose the materials within the Collection. To pursue the idea, for example, of inter-disciplinary efforts that would change the lens with which these items are viewed. To select a sliver of content and to unpack what that might mean for researchers working in a wide variety of disciplines. We list here a few of the possible ways forward.

Photography
The extensive examples of photography within the George E. Morrison Collection present numerous opportunities for scholars studying photography in particular and the content found within photographic collections more generally (including details around the photographers and framing styles). The photographs in this Collection can be examined and interpreted through multiple lenses including minority populations in remote China, architectural heritage, the history of place, as well as in context of some of the rapid industrialisation and urban development in China and the loss of some historical memory.

Women's Studies
Much of the material within the Collection relates to George Morrison's family life in China at the turn of the twentieth century. This includes the diaries of his wife, Jennie Wark Morrison, which are filled with insights and observations on what it was like for ex-patriot women to live in Peking, an environment so different to the homes they had left behind, during this time of great change. Such personal documentation provides an outstanding resource for those researching the, often silenced, voices of women in history.

Historical and Political Studies
The subject files, the Morrison Miscellanea, newspaper cuttings (including cuttings from Chinese newspapers) contain a rich reservoir of, often detailed, information for researchers on a wide range of topics relating to Chinese history of the late nineteenth and early twentieth centuries. Of particular interest is the information which unpacks international relations – especially the relations China had with Britain, the rest of Europe and with Japan – ideas and practices of imperialism, the history of trade as well as the history of specific conflicts including the Boxer Uprising and the Russo-Japanese War. The Collection also offers opportunities for those wanting to explore the end of the Qing Dynasty, Chinese politics and politicians, the many Europeans who lived in China and the impact of Christian missionaries in China.

Journalism and Media Studies
Of course a substantial quantity of the Morrison story is one that is told through journalism. The Collection captures much in this area including the work of European journalists in China during Morrison's time in the country. This material invites

researchers to explore the values held by, and the roles played by, journalists working in China. In addition such material can assist in identifying key influences as these journalists crafted, in many ways, how Western nations perceived, and subsequently engaged with, this great country of the East.

Bushwalking

One example, of particular note, of how researchers can look at the George E. Morrison Collection in new – as well as unexpected – ways is Melissa Harper's research on bushwalking. Harper has explored Morrison's well-known walks and woven these stories into a broader narrative of walking (see: 1999 and 2000). This, quite specialised topic sees Harper focus on Morrison's own story while simultaneously demonstrating how this story can interact with other histories, thus producing new interpretations and new understandings of Morrison and the George E. Morrison Collection. This is just one way in which both the small and large stories within this spectacular Collection can be re-packaged and re-told through theoretical frameworks that are yet to be applied to these tales.

Creative Practice

In many ways George E. Morrison is a figure that is larger than life. Even in an extraordinary world experiencing change and conflict Morrison often stands as a giant against events and his contemporaries. Such a juxtaposition of a 'great man' against a backdrop of so many 'anonymous' people, including those who populate his photographic collection (while notable figures are named within the archive, many people appearing within these photographs have not been identified), is fantastic fodder for fiction. Renowned author Linda Jaivin has also turned to the George E. Morrison Collection for her creative works: novels set in China which include *A Most Immoral Woman* (2009). In an interview for *SL Magazine*, Jaivin explains:

> I portray [George E. Morrison] fairly and empathetically. Morrison was a very complex man: intelligent, quick-witted and energetic, influential, hard-working and capable, and yet flawed as well: egotistical, arrogant, judgemental and very much a man of his age (an age of empire and colonisation). Like other men of his time — and not just of his time — he saw nothing wrong with sleeping around himself but judged women who did the same 'bad' or 'immoral'.

> On the other hand, he had something of a habit of falling for 'bad' women, which for some reason endears him to me hugely. His diaries [held in the Mitchell Library, State Library of New South Wales] are very revealing, though sometimes he's quite coy when it comes to detail. My favourite quote is from January 1904: "Dined alone well pleased with the company." (2009, 36)

This, revealing, interview clearly articulates how the storytelling of Morrison, as well as the abundant people and subject matters co-located with Morrison within the George E. Morrison Collection, can be achieved through fact as well as fiction.

Conclusion

This paper has, very briefly, explored the George E. Morrison Collection held at the State Library of New South Wales. The Collection is a phenomenal repository of: manuscripts; photographs; drawings; prints; glass negatives; artworks; realia; subject files; correspondence (accompanied by notes, memoranda, news cuttings, printed material, agreements, maps, certificates and various other documents); textual material and ephemera (including invitations, invoices, visiting cards, receipts, notebooks, tickets and menus); newspaper cuttings; and diaries. This vast set of materials offers a range of opportunities for researchers from various disciplines, from around the world looking at the power of communication, between East and West, in the late nineteenth and early twentieth centuries as well as the world during this period of change and conflict.

This paper has also, again briefly, explored power and how power, in Australian-Chinese relations, has been repositioned by subsequent key Australian figures visiting China, including former Prime Ministers Gough Whitlam and Kevin Rudd. In particular this paper has paid tribute to those researchers who, for decades, have worked tirelessly with this material to examine this unique and visually dramatic Collection. It is the aim of the authors that this paper will inspire scholars to continue investigating this Collection and take up some of the material that has been produced in the format of lectures, articles and books as well as consider how this material might be interrogated in innovative ways (that also have the potential to segue into new ways of digital researching methods) and produce scholarly output in the fields of photography, women's studies, historical and political studies, journalism and media studies as well as a specialised topics such as bushwalking, in addition to capitalising on the Collection's capacity to contribute to creative practice.

It is also hoped that this work will serve as a case study and might be utilised by library and information services professionals within institutions that hold collections which share two key characteristics with the George E. Morrison Collection: complexity and volume to further explore similar archives. Storytelling is an essential element of the practice of libraries, and the researchers who work with the holdings of these institutions, it is not sufficient to simply store these stories: we must work – across disciplines and across professions – to bring these stories to life.

References

Australian National University (2014). *The George E. Morrison Lectures in Ethnology.* Canberra: Australian National University. Accessed 10 December 2014. http://chinainstitute.anu.edu.au/morrison/titles.php

Australian Trade Committee (2014). *China-Australia Free Trade Agreement (CHAFTA).* Canberra: Australian Trade Committee. Accessed 19 April 2015. http://www.austrade.gov.au/export/free-trade-agreements/chafta

Blanton, S. (1977). *Guide to the Papers of George Ernest Morrison in the Mitchell Library, Sydney*. Sydney: The Library Council of New South Wales.

Chen, W.P. (1932). *The Objects of the Foundation of the Lectureship, and a Review of Dr Morrison's Life in China.* The Inaugural Lecture, The George E. Morrison Lectures in Ethnology, 10 May 1932.

Couling, S. (1917). 'The G.E. Morrison Library', *North China Branch of the Journal of the Royal Asiatic Society*. XLVIII (1917): 88-99.

Enoki, K. (1967). *Dr G.E. Morrison and the Toyo Bunko: In Celebration of the Fiftieth Anniversary of the Transfer of Dr G.E. Morrison Library to Baron Hisaya Iwasaki (1917-1967).* Tokyo: Toyo Bunko.

Evatt, H.V. (1952). *Some Aspects of Morrison's Life and Work*. The 14th Lecture, The George E. Morrison Lectures in Ethnology, 4 December 1952.

Gregory, J.S. (1986). 'Morrison, George Ernest (Chinese) (1862-1920)', *Australian Dictionary of Biography*. Canberra: National Centre of Biography, Australian National University. Accessed 24 February 2015. http://adb.anu.edu.au/biography/morrison-george-ernest-chinese-7663/text13405

Harper, M. (1999). 'A Boy's Own Adventure: George Morrison on Foot across Australia', *Playing the Man: New Approaches to Masculinity*, in Katherine Biber (editor). Annandale: Pluto Press.

Harper, M. (2000). 'Sensuality in Sandshoes: Representations of the Bush in the Walking and Writing of John Le Gay Brereton and Percy Grainer', *Australian Historical Society*, 31 (115): 287-303.

Hippisley, A.E. (1920). 'Obituary: Dr George Ernest Morrison', *The Geographical Journal*, 56 (2): 149-150.

Jaivin, L. (2009). 'Q & A: Linda Jaivin', *SL Magazine*, April (2009): 36.

— (2011). *Morrison's World*. The 72nd Lecture, The George E. Morrison Lectures in Ethnology, 13 July 2011.

Lewis, W.G. (1988). 'The Quest for William Henry Donald (1875-1946): That Other

Australian in China', *Asian Studies Association of Australia*, 12 (1): 23-29.

No Author. (1924)). 'Dr. G.E. Morrison, Introduction', *Catalogue of the Asiatic Library of Dr G.E. Morrison: Now a Part of the Oriental Library, Tokyo, Japan.* Tokyo: The Oriental Library.

Mitchell, S. (2014). *Margaret and Gough*. Sydney: Hachette.

Morrison, G.E. (1895). *An Australian in China: Being a Narrative of a Quiet Journey across China to Burma*. London: Horace Cox.

— (1895/1985). *An Australian in China*, with an introduction by David Bonavia. Oxford: Oxford University Press.

— (1976-1978). *The Correspondence of G.E. Morrison.* Lo Hui-Min (editor). Cambridge: Cambridge University Press.

— (2008). *G.E. Morrison's Journey in Northwest China in 1910*. Dou Kim and Helen Lou (compilers and translators). Fujian: Jiao You Chu Ban She.

Pearl, C. (1967). *Morrison of Peking*. Sydney: Angus & Robertson.
Roberts, C. (2008). 'George E. Morrison's Studio and Library', *China Heritage Quarterly*. March (13): online. Accessed 24 March 2015. http://www.chinaheritagequarterly.org/features.php?searchterm=013_morrison.inc&issue=013

Thompson, P. and Macklin, R. (2004). *The Man Who Died Twice: The Life and Adventures of Morrison of Peking*. Crows Nest: Allen & Unwin.

— (2007). *The Life and Adventures of Morrison of China*. Crows Nest: Allen & Unwin.

Wood, F. (2004). 'Marco Polo, Orientalism and the Experience of China: Australian Travel Accounts of Mao's Republic', *Asian Studies Review*. 28 (4): 373-389.

Creating a Library Powerhouse

Andrew Stark, The Southport School, Australia

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Within the context of 21st century learning and teaching, libraries have been obliged to reassess their resource base and augment their professional support services. The previously established power of the library as a space that guides and develops student knowledge is being challenged and some library professionals feel they may be entering into a 'professional competition' with ICTs, online research modules, e-texts and the like. Library staff who believe they have little to offer the 21st century learning context are beginning to feel powerless and inadequate.

This paper will raise three critical questions connected with the power of libraries and the context within which they currently exist. Firstly, with so much information available freely online is the intellectual power and credibility that librarians have enjoyed for generations being diluted? Secondly, does the plethora of technology available in the wider community affect the ability of librarians to build and sustain the traditional academic space typically associated with their domain? Finally, is the library space still a powerhouse for knowledge or is it in need of reinventing its identity to become a powerhouse for collaborative and community learning?

Using the School Library as its predominant focus, this presentation will consider how the role and responsibility of the library can be 'reinvented' to ensure its power within the scholastic educational landscape is reaffirmed and how it can endorse its reputation as an educationally and socially progressive powerhouse for the individual, immediate community and broader national and international community.

Introduction

The library profession is, by its very nature, a dynamic component of modern society and this dynamism is evident through the most fundamental mechanisms of Information Literacy. Libraries constantly evolve by creating, absorbing and developing systems through which humans communicate and by which society establishes its social, cultural and educational parameters. In recent years there has been a clear paradigm shift in library accountabilities and expectations and this has generated the creation of a new library landscape – a landscape that, in many ways, challenges the traditional practices at the very soul of the profession. With the launch of each new ICT resource a new 'learning landscape' is created and educators need to keep abreast of these advances so they may provide the very best services for their clients. Similarly, reinforcing the significance of good quality literature and developing the essential skills of literary criticism in young learners is a crucial factor in continuing 'best practice' within the library profession.

This paper will broadly discuss a variety of issues related to the sustainability of libraries and those working in them and will consider three main concerns. Firstly, given 21st century technology provides access to massive amounts of previously inaccessible information and resources, the intellectual power and credibility of librarians is being diluted. In a world where 'anyone is an expert' the challenge for librarians is to remain visible and viable in a 'technology drenched' society. Secondly, with members of the general public now in the position to access all this information, one may well ask why it would be necessary to visit a library ever again; thus suggesting the ability of librarians to build and sustain their traditional academic space is under threat. Thirdly, throughout recent history, libraries have needed to reinvent themselves to accommodate the changing needs and expectations of the user, to embrace the changing demands and benefits of new technology and provide library spaces that can serve as social and interactive learning centres (Abrams:64). For libraries to remain 'powerhouses' of information and cultural relevance they must begin a 'reconstruction' phase enabling them to become clearly recognisable as collaborative and community learning spaces. In addressing each of these concerns, the fundamental focus will be to explore the need for libraries to acknowledge the changing nature of pedagogical expectations, the nature of differentiation and learning styles, and the need to create easily accessible spaces that are highlighted by flexibility, collaboration and socially interactive learning. Once the space is created, the learning will follow and flourish.

When envisioning new learning spaces for a library, it is essential that the mission and role of that library are closely aligned with the needs of the user and the broader community (Feinberg and Keller:34). There needs to be a clearly established (and understood) core philosophy of patron service and how that service is to be reflected in the spaces created. Additionally, gaining staff input is essential when considering the 're-creation' of a space (Feinberg and Keller:35). Library spaces now must not only reflect the needs of current and future users, but embrace the social and collaborative nature of modern learning; 'old spaces' need to be reconfigured to reflect 'new philosophies'. When libraries acquire or create new spaces, professional practice and staffing attitudes must also develop to reflect and embrace this change. Libraries and library staff need to become more efficient, functional and flexible while physical spaces can be repurposed and redefined (but not necessarily rebuilt).

With new builds, there needs to be a greater sense of space, natural light and transparency between staff and public spaces – and an open floor plan ought to be a core objective (Abrams:65).

Libraries stand as visible symbols of an institution's commitment to the cultivation of the mind and librarians must weave the library into the fabric of the institution so that it is seen as an essential destination for students, scholars and the broader intellectual community. That said, it is also essential for library spaces to provide the appropriate learning and teaching venues as demanded (and expected) by students and staff. More is required than a classroom setup of desks, chairs and an electronic whiteboard as current learning and teaching practice demands flexible, collaborative and interactive learning spaces and resources. New conceptions of the classroom are being driven by the emergence of new methods of teaching and learning, which have been made possible by rapid technological development. Learning has become a constructive process which has encouraged educationalists and architects to redesign schools and libraries so that they foster both collaborative learning and active learning. There also needs to be an understanding of how the digital environment is shaping and influencing the learning (and teaching) process. These pedagogical developments have also required students to change the ways they are expected to engage with their study and learning environment: collaboration and team-building have become common components of the teaching and learning process; group research projects and conferencing are now the norm; and active learning techniques are commonplace for both teachers and learners (Forrest and Hinchliffe:296).

The recently completed Griffith University Gold Coast Library extension and Gumurri Centre is an appropriate case study in this instance. The extension of the original building was approved as part of the University's 2010-2012 Capital Management Plan and called for visionary ideas to maximise the value of the existing buildings whilst contributing to the sustainable transformation of the university's campus. Architects and designers recognised the value of the soul of the library, and the significance of creating a sense of escape, choice and community. Library spaces serve as meeting points and places of reflection, exploration and study. They need to be inherently agile spaces that students actually want to occupy under differing circumstances (Legerton:53).

This tri-level building operates as a totally flexible series of spaces with some areas operating 24 hours a day. There is an overriding sense of the library's spaces being 'student-centric'; administration areas are somewhat removed from the main thoroughfares but assistance is close at hand with several help stations positioned throughout the building. The design of this library encourages collaboration and social learning but at the same time allows for concentration and immersion through the clever design of different spaces and access points. The extension was designed to triangulate with the original building thus reducing the level of disruption to students and general campus life. The library is now accessible from multiple entry points and has established a 'continuous pedestrian loop' that provides a meeting point for students from multiple faculties.

The library's multi-functional design has avoided adding generic teaching and learning spaces that may well become redundant. On the ground floor, a split level study hall area with a ramped and stepped link allows for the extension of fluidity of

movement throughout the spaces. Technologically advanced seating hubs, upholstered joinery and collaborative spaces are in keeping with the overall student-centric approach. The mid-level of the building houses a variety of bookable seminar spaces and includes a large 80 person seminar room which is flanked by two smaller 30 person spaces. The extended collection is found on this level along with private silent study areas. The hierarchy of the building is clearly student-centred as the upper level contains the staff areas. The relative remoteness of the library's administration demonstrates the shift towards student hubs that are increasingly becoming managed by the students themselves. This extension offers students choice, outreach and collaboration. Various formal and informal areas enable students to meet, learn, withdraw, relax, share and access myriad support services. People are the most important components in this library design and extension.

The question of library use, role and value still remains. Will the internet and the influx of electronic media deter people from coming to libraries? A similar concern highlights online material access. If, with the mass of online data currently available, libraries no longer acquire physical resources and materials, is there a point to having a building to store them? In short, Burke (2004:74) argues that libraries need to provide both the scholarly tools for which they were intended along with space for people to converge. In the school library context, how children feel when entering and using a library will affect their attitude, expectations and behaviour not only when they are children but when they become adults (Feinberg and Keller:34). Young learners need to have a sense of place and space within their environment and libraries can provide a positive experience for young learners. It is here that librarians also present themselves as an influencing force not only regarding space management but space tone as a direct result of the welcome and warmth that is extended to each individual entering the space. Libraries are profoundly and fundamentally different from bookstores or 'the cloud' by the very nature of having within their resource base the presence of a librarian. Essentially, purpose, space and personality combine to play a major role in assuring libraries and librarians remain social and intellectual powerhouses.

Space is of the essence and how that space is designed, maintained and managed will directly influence the value placed upon that space. Modern library and learning space design requires a deep understanding of both the independent and active learning behaviours of students and an appreciation of teaching strategies. Forrest and Hinchliffe (2005:297) argue that all libraries need to offer a variety of comfortable and flexible learning spaces that will support both individual and collaborative study styles. The library space needs to be designed so that both formal instructional activities and informal collaborative activities can be held concurrently. The design must also allow for: computer clusters; classroom instruction areas that allow for both traditional rows and more flexible arrangements; media viewing areas and an event area for hosting functions (Forrest and Hinchliffe:299). Similarly, listening to and incorporating the needs of library staff and the community will underpin good library design. Design teams need to become educated and immersed in the behaviour patterns, learning needs and tastes of library users. It is important that any library design integrate ideas about how children and teens learn and perceive the world; designers must understand how architecture and design features can influence learning and usage patterns. Ultimately, designing a successful learning space for young people includes consideration of the perceived physical space and the equally

important intuitive space (Feinberg and Keller:35) suggesting that the interactions occurring in the given space will affect how that space, its contents and habitation will influence the daily lives of its users.

So, what value does public space hold for educationalists and the broader community? Giddens (as cited in Shilling and Cousins:427) suggests that space is at the very heart of social theory and should be regarded as most important for the conduct of empirical research in the social sciences. Furthermore, Elmborg (2011:341) supports the ideal that places are social, cultural and personal constructs that we hold in our minds. Habermas (as cited in Elmborg 2011:34) argued that the rise of the middle class from the 18th century through to the 19th century was influenced by the development of public spaces where citizens could meet and discuss issues of the day. What we today understand of libraries as public spaces with their democratic overtones supports this notion. Interestingly, Habermas traces the decline of the public sphere to increasingly sophisticated capitalist practices that changed citizens from critical thinkers into uncritical consumers. These new capitalist practices encouraged communities to reduce public space and replace it with commercial space. The challenge today is to re-create a new truly inclusive public sphere and this is where public and school libraries can play a major role.

Van Slyck (2001:519) maintains that librarianship is intertwined (and always has been) with the notion of library as a physical and democratic space. The physical space is important as it reveals the philosophy of the library more clearly than words ever could. (A library space that mimics the panopticon arrangement of prison architecture, distributing bookshelves radially to allow ease of supervision, turns the librarian into a prison guard.) While the democratic space encourages all to meet, discuss and learn. The notion of library space as democratic space is further enhanced through Van Slyck's (2001:519) reference to Lillian Gunter, the first paid librarian in Gainesville, Texas, whose vision for the library became a reality in 1908 after securing funds from Andrew Carnegie. Her vision of the library's physical space included open book stacks and a children's reading area. Her vision of the library's democratic space included a basement auditorium and two club rooms for groups to meet to discuss community issues; but her plans also included what her diary refers to as 'the negro reading room' (2001:520). Initially this room was destined to be placed between the janitor's cupboard and the back door (which speaks volumes about racial hierarchy). Sadly, this room was not ever used as it was intended but it highlighted a section of the community that had no access to library services.

The purpose and use of library space is also a crucial factor when considering the intended uses of the spaces and the activities (learning or otherwise) that occur in them. Shilling and Cousins (1990:414/5) conceptualised student use and the social aspect of library space into four broad categories: Colonisation, the imposition of cultural values and forms of behaviour by students that may run counter to the norms of the 'ideal' library; Regulation, where the librarian is the primary referent; and Association and Disassociation, which refer respectively to the territorial occupation or vacation by different groups of students. Through the concept of regulation, the primary use of the library space is generated and maintained by the supervising person (in this case, for example, the librarian). Here there is little flexibility for moving beyond the notion of 'libraries are for school work' and the norms of behaviour enforced in such a space reflect this notion.

Furthermore, the association and disassociation of students with the library space is an important consideration when analysing library space, its purpose and intension. These two concepts refer to the presence or absence of students in the library. Whether students associate or disassociate with the library space will be determined by a variety of factors, including the resulting possibilities of colonisation and regulation. A library space that is poorly regulated may encourage the association of those not interested in studying and therefore disassociate those who wish to study. This may also go some way to explaining why some students, many of whom regard the library as a safe space, are keen to take on the role of 'library monitor' (or similar) while others are horrified by the idea. Similarly, some students may find safety and comfort in a regulated area rather than an area that has been colonised. Educational space does not necessarily determine individual behaviour within a school but social interaction does take place within special contexts and the organisation and use of space is inseparable from the reproduction of power relations both inside and outside the classroom (Shilling and Cousins:428) As such, educational space and social space are intrinsically linked and ought to be considered concurrently in the context of designing and developing library spaces.

Libraries have an historical ethos of free access for all and currently some of these spaces are beginning to struggle to justify their existence in a world of 24/7 online access. To meet this challenge unique library spaces need to be developed; spaces that can encourage ways of working with increasingly diverse populations in increasingly dynamic contexts. Here the 'third space' may be part of the solution (Elmborg:338). Daily existence has both the 'work' space and the 'home' space; there is now the possibility of 'reconstructing the library' so that it may become that 'third' space – a place that, while dominated by classification systems and rules for behaviour and use, can allow every user to become a borderland person, intellectually crossing boundaries and moving between what one is and what one hopes to become. In this context, libraries may be either highly articulated places or indeterminate open spaces, with the potential for adventure and surprise. Plus, librarians become more aware of cultural and personal borders and empathetic towards the notion that people are constantly between stages of development and struggling towards fulfilment (Elmborg:346).

Elmborg (2001:347) argues there are two ways of organising space. The first is somewhat authoritarian, aims at a single, predetermined objective and has the desire to control events and the people within its boundaries. The second is to create a social space as a living process which imparts key areas of activity and favours living relationships and activities that come from diversity and interaction. It is this 'third space' that will encourage conversation and community while generating cultural, social and academic connections between and within the users of the space. This will ultimately allow the library to reflect and provide for the needs and desires of the community rather than simply providing and reinforcing literary concepts and concerns.

In the main, people generally think of space as empty until it is filled. In the case of library spaces, considerable thought must be given to not only what is placed within the available space, but what is encouraged (and discouraged) from happening within the space. Pedagogical development has brought about a clear paradigm shift within

the realm of learning and teaching; and it is this shift that has challenged the assumed and traditional uses of educational space. For example, the playing of games in today's public and school libraries (once the bane of teachers and librarians) is a profoundly social experience and encourages, in the main, learning amongst experts and novices. Libraries are encouraging children to become 'more busy' with their play and using games to support the learning process is becoming more and more popular. Similarly, the development of technology within the community at large has established an era of 'colloquy' (Heath:20) where both collaborative communication and work have become well established. So too, then, should collaborative and inclusive communication become a focus for library space. Value must be placed upon the processes of learning as well as the final product of that learning.

All learners (and learning programs) require a certain level of flexibility; the flexibility to change from one activity to the next, the flexibility to support a variety of resource types and requirements and, ultimately, the flexibility to embrace a variety of learning and teaching procedures. Learners or all ages need spaces in which to work, not a single work space. Assigning students a single workspace does not provide the opportunity for them to learn how best to learn. The flexibility to work singularly and with individual focus and reflection is equally as important as working collaboratively. Different learning styles require different approaches. To provide all learners with the opportunity to reach their full potential, it is essential that schools and libraries create learning spaces that enhance both the social and the learning experience through the use of well-considered, flexible spaces that encourage collaboration, reflection and a sense of ownership of space and design.

In so doing, libraries will no longer be the aged reservoirs of the past, but powerhouses for the future.

References

Abrams, L. (2011). A case study in transformative renovation and organizational change at the University of California, San Dieago arts library. *Art Documentation: Journal of the Art Libraries Society of North America, 30*(2), 64-69.

Antell, K. (2004). Why do college students use public libraries? *Reference and User Services Quarterly, 43*(3), 227-236.

Burke, L. (2004). The saving grace of library space. *American Libraries, 35*(4), 74-76.

Elmborg, J. (2011). Libraries as the spaces between us: recognising and valuing the third space. *Reference and User Services Quarterly, 50*(4), 338-350.

Feinberg, S., & Keller, J. (2010). Designing space for children and teens in libraries and public places. *American Libraries, 41*(4), 34-37.

Forrest, C., & Hinchliffe, J. (2005). Beyond classroom construction and design: formulating a vision for learning spaces in libraries. *Reference and User Services Quarterly, 44*(4), 296-300.

Hathaway-Bell, S. (1998). Satan's shelving: urban library legends. *American Libraries, 29*(7), 44-49.

Heath, F. (2011). Library assessment: the way we have grown. *The Library Quarterly, 81*(1), 7-25.

Hubbard, R. (1998). Creating a classroom where children can think. *Young Children, 53*(5), 26-31.

Legerton, G. (2013). Encouraging choice, serendipity and experimentation: experiences from Griffith University lilbrary (G11) extension and Gumurri Centre. *Journal of Interprofessional Care, 27*(S2), 51-62.

Lipschultz, D. (2009). Gaming @ your library. *American Libraries, 40*(1), 40-44.

N/A. (2005). Libraries, literacy and learning in the 21st century. *American Libraries, 36*(7), 1-12.

N/A. (2010). 2010 library design showcase. *American Libraries, 41*(4), 38-45.

Rosenblum, L. (2010). How to thrive by design in tough times. *American Libraries, 41*(1), 40-43.

Serafini, F. (2011). Creating space for children's literature. *The Reading Teacher, 65*(1), 30-34.

Shilling, C., & Cousins, F. (1990). Social use ofthe school library: the colonisation and regulation of educational space. *British Journal of Sociology of Education, 11*(4), 411-430.

Strickland, R. (1956). Creating a challenging classroom environment. *The Reading Teacher, 10*(2), 72-77.

Van Slyck, A. (2001). The librarian and the library: why place matters. *Libraries and Culture, 36*(4), 518-523.

Wiegand, W. (2011). Main street public library: study challenges tradtional assumptions about libraries' roles in the community. *American Libraries, 42*(9), 46-48.

A Revolution of E-Learning Tools & Its Impact on Higher Education with Special Reference to E-Learning Courses: A Study

S.S. Pawar, Institute of Engineering & Technology, India
Anita Chhatwal, Sri Guru Gobind Singh College, India
Monica Sharma, Punjab University, India

Abstract

21st Century is the leading edge of electronic expansion worldwide. It comprises IT, ICT, BT and nano-technology. In this day and age, ICT (Information communication Technology) is considered as an eccentric technology stretched across whole life invariably. The ICT revolution has changed the learning process of childhood up to the real world. The role of technology in the educational sector is increasing at a phenomenal rate and has revolutionized traditional form of teaching –learning processes. In India, globalization has generated a good vibration and life for education. E-learning technological tools such as blogs, wikis, specialized software and YouTube caters to the diverse backgrounds and demands of learners of higher education. This article discusses the broad features of e-tools for e-learning and its benefits in the education field. The paper also explores distinct pedagogic principles which make teaching-learning more effective. Finally, attention is being drawn towards diverse e-learning tools used by the higher educational institutes in India.

Objectives of this paper are:

- To explore the scope for e-learning
- To find out e-learning content preparation and presentation of e-tools.
- To examine the application of e-learning in various types of methodologies used
- To explore the challenges that will be faced by e-learning in India
- To study the future of e-learning and its impact on Higher Education system.

Keywords: e-learning, e-tools, Blogs, Wiki, YouTube

iafor

The International Academic Forum
www.iafor.org

Introduction

E-learning is a hot topic in higher education and has been growing as a popular topic since the inception of the first web-based courses in the mid- to late 1990s. However, defining "e-learning" is an exercise in frustration for many. There is disagreement as to whether e-learning encompasses online learning, distance learning, hybrid learning, blended learning, all of the above, or not necessarily any of the above; and even these terms, which are said to constitute e-learning, are difficult to define.

It may be necessary, therefore, to operationalize e-learning definitions for each use in the literature, thereby enabling comparisons among studies. For the purposes of this study, e-learning is defined as learning that involves a web-based component, enabling collaboration and access to content that extends beyond the classroom.This definition was provided to this study's survey and focus group participants to enable conversations and data collection around the topic of e-learning. Although a large part of the study was devoted to online or distance learning, the study also addresses the idea that some e-learning components may enhance traditional face-to-face classroom instruction.

E-learning raises the level of education, literacy and economic development in countries where technical education is expensive, opportunities are limited and economic disparities exist.

"Education is what remains after one has forgotten what one has learned in school."
--Albert Einstein.

While Einstein's words may have been intended in good humour, they aptly reflect the fact that effective education is constant and always evolving. In fact, the face of education has experienced a sea change over the decades. Once characterised by the traditional classroom model, education has metamorphosed into learning that is instant, online, self-driven and on the go. The journey of education in India, too, has been dotted with innumerable milestones—the most recent among these is e-learning.

In any society, the imparters of education have a higher moral responsibilty to postively influence the student generation. Educators are beginning to realize that to teach future leaders and citizens they need to be technologically better euipped themseleves. At the same time, the demand for higher education is growing annually, globally. This increasing complex demands of the new environment challenges educators to devise new solutions and achieve competitive adavantage.Inspite of various challenges, educators and educational institutions put their best efforts and invest in all possible means to equip students with the required knowledge and skills to prpare them to be competitive and successful. Some of the major challenges include.

- Rapidly changing and increasing demands of a global world and economy
- Increasing diverse student population with different educational expectations and needs
- Changing student demographics and trends
- Increasing demand for accountability from a wide variety of education stakeholders.

• Prepare students for a global academic and economic competition.

E-Learning

E-learning refers to the use of information and communications technology to enhance and/ or support learning. It covers a wide range of tools and technologies including e-mail, internet, video streaming and virtual classrooms. E-learning in context of a student connecting to a network and accessing course material, getting his queries answered and collaborting with teacher and/ or students. Normally this will include asynchronous tools like video streaming and virtual classrooms.

The government is a strong supporter of e-learning and the Department of Electronics and Information Technology (DeitY) has been actively developing tools and technologies to promote it. DeitY has supported e-learning-focused R&D projects at various academic educational institutes. These include content development, R&D/technology initiatives, HRD projects and faculty training initiatives to improve literacy through distance education.

Growth of Higher Education in India

India has one of the largest education systems in the world, with 25.9 million students enrolled. India has more than 36000 Colleges.

Table 1: Growth of Higher Education in India

Sr. No.	Growth	Years	
		1950-1951	2013-2014
1.	Students	397	20 million
2.	Universities	30	700

Source:

Expanding E-Learning

The rapid increase in internet connectivity has been an important catalyst for the growth of e-learning. A robust internet ecosystem, with a multitude of local and global players, will help online learning make further inroads. The story is not limited to schools alone. Indian companies are adopting e-learning platforms as continuous employee learning has become a strategic necessity.

With the number of internet users in India expected to reach 250 million, rivaling the US and second only to China, India's potential as a huge market for e-learning is enormous. A large number of new users are accessing the internet for the first time from their smart phones, which is an ideal, personalized and commerce-enabled platform for e-learning adoption. Universities will see more students accessing their coursework from outside the traditional classroom. As per the Docebo report issued in July 2014, the worldwide market for self-paced e-learning reached $35.6 billion in 2011. The five-year CAGR is estimated to be 7.6%, so revenues should reach $51.5 billion by 2016. While the aggregate growth rate is 7.6%, several world regions have higher growth rates. The highest rate is in Asia at 17.3%, followed by Eastern Europe (16.9%), Africa (15.2%) and Latin America (14.6%). According to another report,

India's online education market size is set to grow to $40 billion by 2017 from the current $20 billion. India has one of the largest education systems in the world with a network of more than 1 million schools and 18,000 higher education institutions. More than half of the country's 1.2 billion population falls in the target market for education and related services.

Table 2: Country-Wise Internet Usage Statistics (2014)

Rank	Country	Internet Users	1 Year	Penetration	Country's	Country's share of World Internet Users
1	China	641,601,070	24,021,070	46.03%	19.24%	21.97%
2	United States	279,834,232	17,754,869	86.75%	4.45%	9.58%
3	India	243,198,922	29,859,598	19.19%	17.50%	8.33%
4	Japan	109,252,912	7,668,535	86.03%	1.75%	3.74%
5	Brazil	107,822,831	6,884,333	53.37%	2.79%	3.69%
6	Russia	84,437,793	7,494,536	59.27%	1.97%	2.89%
7	Germany	71,727,551	1,525,829	86.78%	1.14%	2.46%
8	Nigeria	67,101,452	9,365,590	37.59%	2.46%	2.30%
9	United	57,075,826	1,574,653	89.90%	0.88%	1.95%
10	France	55,429,382	1,521,369	85.75%	0.89%	1.90%

Source: http://www.internetlivestats.com/internet-users-by-country/

Advantages of E-Learning

E-learning brings unique advantages, the prominent being the ability to provide personalized attention to all students. In a conventional set-up, this is only possible when a highly skilled tutor offers one-to-one tutorials. However, considering that most institutions have a classroom-based set-up, such attention becomes difficult. Another advantage is people living in smaller towns and cities can get access to the best possible learning resources from across the world, at a very affordable price. This helps create a level-playing field.

The developing wave of adaptive learning will help students with various levels of intellectual capabilities to glean the best from the learning process at their own pace, without feeling left out. Online tutoring will definitely pose a threat to conventional methods of teaching—while online learning can never look at completely replacing schools because schools offer much more than just academic knowledge inside their campuses. However, private tuition centers will have to take a second look at their business model and adopt digital learning aids to sharpen their offerings.

Aspects of E-Learning

Although the foundation of education is still reading, writing and arithmetic, today's students need broader education. So, what can e-learning deliver?

1. Live Instruction

Certain curricula may require specialised instructors. By using live broadcasts, these instructors can remain in one location and provide instruction to many students in other locations. This type of specialisation increases as students move into higher levels of education, for example towards advanced degrees in medicine.

2. Video Content Delivery

Pre-recorded content such as lectures, documentaries and other video content may be delivered in a store and forward model so that the material can be viewed when needed.

3. Student-to-Student Interactions (Video-Conferencing)

Students may learn just as much from each other as they do from teachers. So communications technology can be used to connect students.

4. Remote Test Administration

In some countries, standardised tests are used to evaluate students on a level-playing field. These tests must be delivered securely and on-time to meet testing schedules. In Indonesia, this is a daunting task simply because of geography and population size. Digital delivery could be the solution.

5. Up-to-Date Materials

Basics seldom change. However, virtually all textbooks must be updated. Textbooks are expensive to purchase, maintain and deliver. Digital delivery solves this issue when coupled with e-readers.

6. Self-Learning

Computer-based training or self-paced learning is common in higher education and trade-oriented learning. Kiosks to support this may be located close to under-served areas where populations already work.

At the higher educational level, collaboration is vital to research. Post-graduate students in remote locations may be able to consult instructors at the university when needed. For example, in the medical field, tele-medicine can only be facilitated using broadband.

7. The VSAT Advantage

Satellite broadband, typically VSAT (very-small-aperture terminal), is ideally suited to bridging this gap. In the past, satellite connectivity was typically thought of as too expensive, too slow and not reliable. With the advent of high throughput satellites (HTS) and advances in radio technology, the cost and reliability of satellite connectivity has made it an attractive option. Satellite broadband offers distinct

advantages such as competitive cost; multicast capability; universal coverage; and low cost and simple installation.

Further, specialised equipment such as digital white-boards, video-conferencing systems, multimedia systems and even 3D learning experiences may be connected to take advantage of the broadband connectivity.
As e-learning tools become more advanced, so does their bandwidth requirement. Depending on which applications are in use, bandwidth requirements can vary from several hundred kbps all the way to multi-megabit connections.

Business Opportunity of E-Learning in Education

In underdeveloped and developing countries, e-learning raises the level of education, literacy and economic development. This is especially true for countries where technical education is expensive, opportunities are limited and economic disparities exist.

Thanks to satellite technology, the costs have come down so significantly that every student—whether a grade school student or medical student doing a rotation in a remote area—can take full advantage of bandwidth provided by broadband satellite systems.

E-learning Initiatives in India in Last Few Years

E-learning is a new technology in the field of education. At present it can support the traditional teaching and learning but it cannot be recognized and accredited. E-learning will suit a country like India which is spread over a vast geographical area. E-learning with its wide accessibility can reach the learners, having a telephone line, a modem, a Net connection and a machine, who are dispersed over a large area. It is sure e-learning is the only way by which we can make India, a knowledge based society.

- In 1984, the Government of India started a project called CLASS (computer Literacy and Studies on Schools). As a result of this project; computer literacy is made compulsory for classes XI and XII. The infrastructure for the computer science teaching, like computers, electricity and other fittings were brought by the respective state governments. In the 7th five year plan 2598 schools & in the 8th five year plan 2371 schools started computer literacy, laying foundation step towards E-learning in India.
- Under the Education Technology Scheme 1987, Audio-software (cassettes) and videocassettes were provided to the schools for training the students. Bihar, U.P, Orissa, Maharashtra, Gujarat, Kerala and Andhra Pradesh started broad casting educational programs through radio and Doordarshan. By the year 1999 the state governments for the primary schools sanctioned 75,903-color televisions. At present, in India, many schools: - both private and government aided: - started computer science as a subject and the schools have augmented the infrastructure with Television, audiocassettes and videocassettes, CD-ROMs etc. In Indian schools, the future development can be attributed to E-training.

- During the year 2003, Indian Government launched an ambitious project of E-learning and E-governance and planned to spend $2660 million in the next four years. The main aim of this project is to take E-learning to schools in every district across the country. This project, will ultimately cover 6, 00, 000 schools in India. Karnataka State Government launched another major E-learning project in 2003. The Government of Karnataka and IBM India signed a Memorandum of Understanding to promote E-learning within the state. Under the project, IBM will develop an E-learning platform for BITES (Board for IT Education Standards) for higher technical educational institutions in Karnataka. The E-learning platform with the Government of Karnataka will create one such eco-system and develop educational institutions in the state as Centers of Excellence. Next few years will determine whether or not the dream of making E-learning available to our billion strong populations becomes a reality.

- A number of private companies and institutes such as NIIT, APTECH, Institute of Management Technology, Ghaziabad, Gurukul Online Learning Solutions started offering E-learning programmes in various disciplines including computer science and information technology.

- University Grants Commission Higher Education Project – UGC with collaboration of INSAT, started COUNTRY WIDE CLASS ROOMS on 15th August 1984, to upgrade and enrich the quality of education, while extending their reach. In inter university consortium for education communication (CEC) along with a chain of about 20 audio – visual media. Mass Communication Research centers were set up by UGC at different institutions of the countries.

- IGNOU Doordarshan Telecast – Indira Gandhi National Open University started telecasting educational programs from 1991, for distance learners. Now five days a week is telecasted on Doordarshan channel.

- GYANDARSHAN Educational Channel – Ministry of Human Resources Development, Information and Broadcasting Prasar Bharati and IGNOU launched GYANDARSHAN jointly on 26th Jan 2000. It is an exclusive educational TV channel in India; working jointly with SIET, NOS, DST, NCST etc. and at present it transmits educational programs round the clock. The programs from partner institutions are telecast for 23 hours a day and foreign programs for 1 hour a day. The programs of IGNOU, CIET – NCERT are telecast for 4 hours, each, IIT programs for 3 hours, each, CEC – UGC programs for two and half hours and one hour each for IIIT and Adult education.

- EDUSAT provides education to millions of people at their doorstep. It is the world's first educational satellite in India launched in 20th Sept 2004. It enables information to be broadcast in local languages and devoted to long distance learning in India. \

- NPTEL Project: Arguably, the most talked about Indian e-Learning project is the NPTEL project. NPTEL (National Programme on Technology Enhanced Learning) was conceived in 1999 and funded by MHRD (Ministry of Human Resource and Development). Under the project, 7 IITs (Indian Institutes of Technology) and IISc (Indian Institute of Science) Bangalore, worked on the Rs 20.5 crore project from 2003 to 2006, to create 112 video courses and 116 web courses, now total 260 courses (125 web and 135 video) are available. All these courses are on undergraduate engineering topics, and made to meet most of the requirements of an engineering undergraduate program (at any Indian university). These courses are available to students, working professionals and colleges (both

government-aided and private) at virtually no cost or very low cost.506 institutions are using NPTEL Courses as of 26th April 2011.

Figure 1: Screenshot of NPTEL

Source: http://www. http://nptel.ac.in/

Figure 2: Screenshot of UGC Infonet Digital Library Consortium

Source: http://www.inflibnet.ac.in/econ/index.php
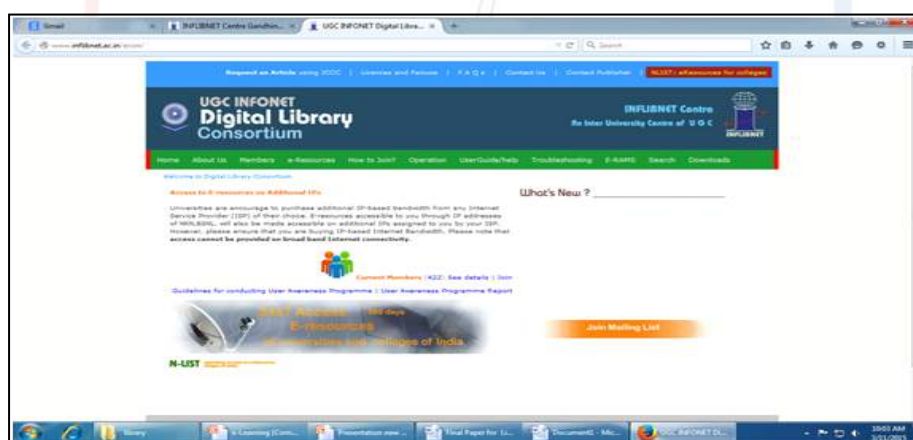
- Another commercially successful initiative is MBA Programs being conducted for Working Professionals using Satellite Video technology, by institutions like IIM-Calcutta, IIM-Calicut, IIT-Delhi, IIFT, IIT Bombay, XLRI etc. This was done by these institutions using services provided by companies like HughesNet (formerly Hughes Direcway), Reliance Infocom and now NIIT Imperia.
- Premier institutes like IIMs, IITs, XLRI etc provided faculty who take the classes, run the program, ensure quality and institutes provide certificates to students. Institutes spent valuable faculty time and effort in creating and upgrading courseware specifically for these programs during the last 10 years or so.
- Sakshat Portal from MHRD is another well-known e-Learning initiative. Modeled on lines of MIT OCW, it has been designed and developed by IGNOU for

Ministry of HRD, as a repository of eBooks, eJournals, Digital Repository and other student-relevant information. Study material is classified into various topics.

- **E-Gyankosh:** Another related initiative again from IGNOU is eGyankosh – another digital repository for learning resources. It has been developed with the objective of long-term preservation of learning materials.

Types of E-Learning Tools

E-learning is being implemented today in various forms and through various tools emails, blogs, wikis, e-portfolios, animation, video links, specialised software, etc. We can create through these tools a learning situation spread over distance and location that is picturesquely termed as a virtual classroom\ Blogs or individual platforms are increasingly being used by innovative teachers to place educational materials, visuals, exercises, assignments, etc and access made available to select group of persons – students or other learners. This allows comments or questions or answers to quizzes to be put up by students which are then assessed by the teacher administering the blog.

WiKi is a group of Web pages that allows users to add content, similar to a discussion forum or blog, but also permits others to edit the content ([3]). The main difference between Wiki and blog is that there is no inherent structure hard-coded: wiki pages can be interconnected and organized as required. the wiki offers a vast simplification of the process of creating HTML pages, and thus is a very effective way to build and exchange information through collaborative effort.

Educational Benefits of Wiki

Using wikis, students can easily create simple Websites without prior knowledge or skill programming in HTML or current software used for Website authoring, thus

Blog

Blog refers to the term a log of the Web– or Weblog. A Weblog or blog can be described as an online journal with one or many contributors. The word blog is both a noun and a verb. In simple definition it is a Website with dated entries, presented in reverse chronological order and published on the Internet. People who maintain a blog are called bloggers. The act of posting to a blog is called blogging and the distributed, collective, and interlinked world of Strategies for using e-Tools in Teaching, Learning and Supporting of e-Learning Courses: A Selective Study

Educational Benefits of Blogs

The potential benefits of Blogs for Class rooms include the following:

Creative and associational thinking in relation to blogs being used as a brainstorming tool and also as a resource for interlinking, commenting on interlinked ideas; can promote critical and analytical thinking; can promote creative, intuitive and associational thinking;

Potential for increased access and exposure to quality information; combination of solitary and social interaction

The growing popularity of blogs suggests the possibility that some of the work that students need to do in order to read well, respond critically, and write vigorously, might be accomplished under circumstances dramatically different from those currently utilized in education.

Podcasting

Podcasting is comprised of either audio or video MP3/MP4 recordings that can be downloaded directly to the desktop computer as well as to various mobile devices. A podcast does include digital audio files hosted on the Internet, but it also involves another special file called a FEED which is also hosted on the Internet. This file has a particular format which can be read by the podcast aggregating software and it is this file that allows podcast listeners to SUBSCRIBE to a podcast. Podcast listeners can use any device capable of downloading and playing the digital media including iPods, some mobile phones and most commonly a PC.

Educational Benefits of Podcasting

Podcasting is being utilized not only to provide a repeat or summary of a lecture given but also to provide timely academic material such as law-related news to students. Such usages could create the relationship that is based on continuous communication and interaction between teachers and students by having students engage in academic debate and in accessing timely academic research.

Characteristics of Podcasting

Figure 3: Podcasting: How it Works
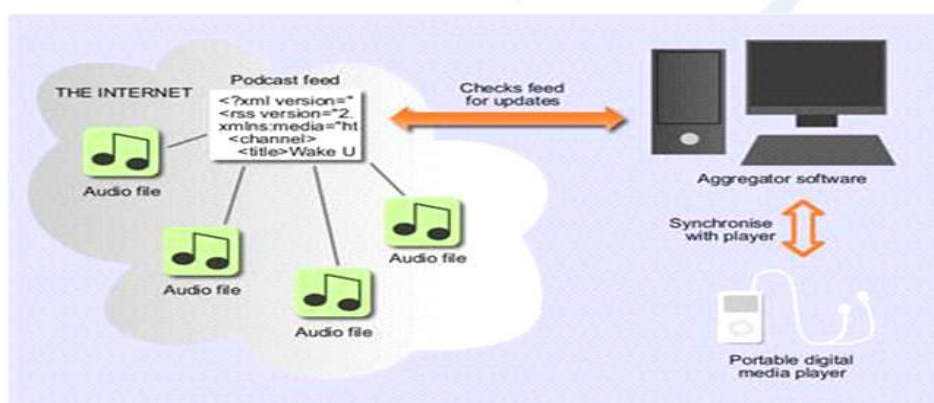
Source:
http://www.sddu.leeds.ac.uk/online_resources/podcasting/how_it_works.html

Youtube

YouTube is a popular video sharing website where users can upload, view, and share video clips.

Educational Benefits of YouTube

Video can be a powerful educational and motivational tool. Effective instructional video is not television-to-student instruction but rather teacher-to student instruction, with video as a vehicle for discovery. However, a great deal of the medium's power lies not in itself but in how it is used.

A-View

India's own A- View is another techno-tool that can be converted into an effective PLN. Developed by Amrita university, is part of Talk to a Teacher program led by IITBombay .The technology provides a number of innovative facilities to the teacher as well the learner. These include, Interactive chat Board, Digital White Board, 2D,3D, and also Video sharing, Desktop and Application sharing, Library and Quizzes and poll.

Wiz-IQ

Is a major online virtual learning platform that has caught the imagination of many educators. It can be used without any installation and works on any operating system, and also switch between multiple tabs of the online white board

Benefits for Faculty and Students

E-learning initiatives help meet students' demands for increased flexibility, an enhanced learning experience, and decreased time to degree. E-learning can also help improve or revitalize faculty teaching

Flexibility

The greatest benefit e-learning offers students is increased flexibility, both in course offerings and in access to course resources. Changes in work or family circumstances often leave students unable to take courses on campus or on a set schedule. When courses are offered online, students can often access lectures and other course materials on their own schedules. This enables institutions to retain many nontraditional (or post-traditional) adult, working, continuing education, and military students.

Improved and Revitalized Teaching

E-learning initiatives nearly always involve course redesign. Instructors often must undergo training before teaching online courses, and improved pedagogy results when new techniques are introduced and there is a concerted effort to specify learning objectives or outcomes. Because academic leaders and faculty have concerns about quality, online education is often more open to scrutiny. Therefore, instructors and

course designers spend more time to develop a structured, high-quality experience for students, often using standards such as Quality Matters.

Pedagogy and E-Learning

- Learning and collaborative/co-constructive pedagogies go together.
- The dynamics of classrooms change when e-Learning is part of the regular learning environment.
- Using collaborative, interactive pedagogies that also foster co-operation, appear to lead to effective learning and better teacher/student relationships over time.
- Technology in classrooms becomes an effective tool when teachers deliberately use them in relation to appropriate and targeted pedagogical practices.
- Preventing access in schools to mobile technologies or firewalling some sites does not teach effective and critical uses of these technologies that students have ready access to outside of school.
- Virtual worlds and gaming have potential in compulsory education. They are already used widely in medicine and aviation and other tertiary learning environments, and are increasingly being used in business as part of research and development, as well as employee induction.

ICT and E-Learning

Technology is a major force for change. It is a dynamic subject that is continuously producing new ideas and development. However, the adoption and effective use of technology in learning operates to a different timeline. As young people enter adult education they will expect technology to be both available and employed to assist their learning. However, adult education includes a wide range of learners with other expectations and a work force with varying skills not only in ICT but also in e-learning pedagogy. A large part of the population does not have access to or the skills to use ICT . Digital inclusion is not simply about access to technology it involves meaningful access, technical skills and information literacy. There is considerable interest in the potential for individuals to become independent learners through the use of technology but this assumes a sophisticated learner and at the moment probably only a tiny proportion of learners have the required skills, knowledge and attitudes.

Future Challenges

ICT and e-learning provide a wide range of challenges including:

1. **Staff Training:** the need to ensure the educational workforce has the e-learning and technical skills to employ technology effectively.

2. Equality of Opportunity: the need for the whole of adult education to be able to offer access to, support with and effective use of ICT. At the moment there are major differences across the different sectors that make up adult education.

3. Learners Skills: for individuals to benefit from the potential of technology they require not only technical but also learning skills and information and media literacy. These are often not considered in policies or strategic developments.

4. Dynamic: the rapid and continuous change means that policy must be reviewed regularly and programmes sustained. Time limited initiatives are likely to be insufficient to realize the full benefit of technology.

5. Trends: ICT and e-learning are difficult areas to predict beyond the immediate future except that change is inevitable and is likely to impact on where, when and how education is provided.

Learning Models will Need to Change

Figure 4: Learning Model of E-Tools
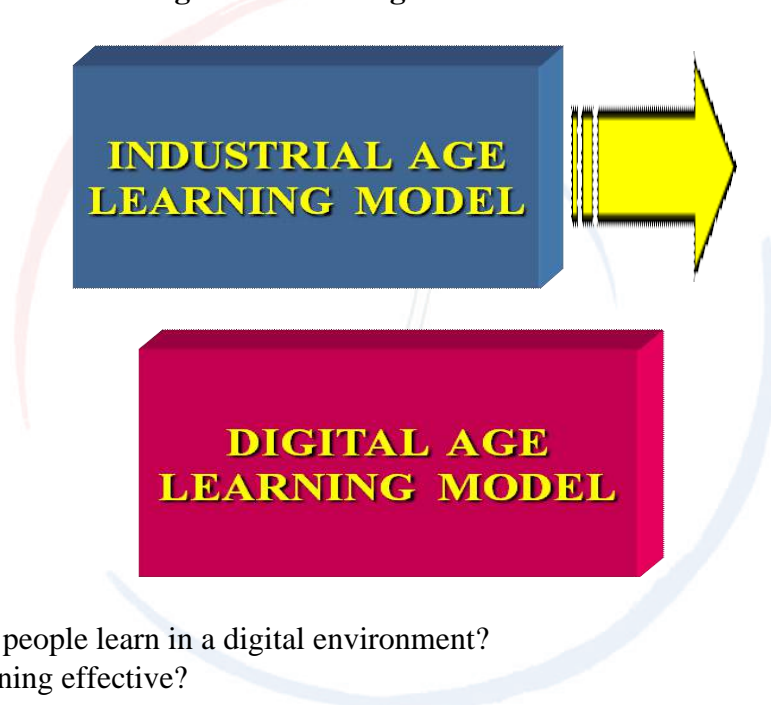
- How do people learn in a digital environment?
- Is e-learning effective?
- Are learners ready?
- New learning model are needed

Benefits of E-Learning

1. **Convenient**
    - self-service (mix and match)
    - on-demand (anytime, anywhere)
    - private learning
    - self-paced
    - Flexibility: (modular package)

2. **Media-rich**
    - Easier to understand & more engaging
    - Repeatable- As many times as you like

- Easier to monitor progress
- less administrative work & can be precise

3. Cost-effective
- Virtual
- Earning environment
- Share lessons among Others
- Reduce material cost/ travel/accommodation costs

Conclusion

The various types of e-learning tools have been developed to cater to the needs and of diverse nature of learners. The benefits of various tools like connectivity, flexibility, interactivity have been outlined. However, one should be careful in the use of these tools so that learners do not feel overwhelmed by the upgraded technology. E-learning tools should integrate the pedagogic principles with the learning theories. While e-learning has come to stay in today's educational environment, one should be careful in its use so that teaching-learning becomes effective, interesting and encompasses the diverse range of students' backgrounds and abilities. ICT and e-learning are often described as having the potential to enable learners to learn at anytime, anywhere and at their own pace. However, achieving these results is not simply about access to technology. It is also about the competent users of technology, having e-learning skills and being media and information literate as almost a quarter of the population do not use ICT. The main concern is to motivate the users to realize the relevance of ICT in their lives and giving them meaningful access. Motivated people will in turn acquire the required ICT skills. Technology is a major change factor and must therefore be considered in all discussions of education and training policy.

References

Bhatia, R.P. (2011). Features and effectiveness of e-learning tools. *Global Journal of Business Management and Information Technology. 1(1),* 1-7.

Jayaprakash, A., & Venkatramana, R. (2006). *Role of digital libraries in e-learning.* DRTC conference on ICT for Digital Learning Environment held from 11-13 Januray at DRTC, Banglore.

Gandhi, V.K. (2011). Review study on e-learning for the empowerment on teaching and learning in higher education. *Journal of Education and Practice, 2(10),* 35-40.

Jethro, O.O, Grace, A.M., & Thomas, A.K. (2012). E-learning and its effects on teaching and learning in a global age. *Indian Journal of Education Information Management., 1(2),* 73-78.

Jarvis, H. (2005). Technology and change in English language teaching. *Asia TEFL Journal, 7(4),* 213-227.

Kay, D. (2003). E-learning: d rivers, developments, a n d d e c i s i o n s . *M u l timedia Information and Technology, 29 (1),* 26-29.

Pal, S.K., & Ganguly, C. (2010). E-learning strategy for development of knowledge economy. *International Journal of Advanced Networking and Applications, 2(2),* 507-513.

Sahay, M. (2009). *E-Learning for Indian Higher Education: the complete solution Approach.*

Vatnal, R.M, Prakash, K., & Mathapati, G.C. (2004). *Developing library and information services for e-Learning environment.* 2nd International CALIBER held from 11-13 February at New Delhi, 426-431.

Contact e-mail:pawar1950@yahoo.co.in, pawar6140@gmail.com

The Power of the Image: Photographs in the University of the Philippines Baguio Cordillera Archives

Cristina B. Villanueva, University of the Philippines Baguio, Philippines

Abstract

Photographs played a major role, sometimes more than the written text, in American colonial efforts in the Philippines at the turn and well into the early years of the 1900s. Dean C. Worcester, who was appointed Secretary of the Interior of the 2nd Philippine Commission, collected over 16,000 still photographs on the Philippines. His interest in documenting the Philippine indigenous people did not only consist of visiting the places where the "tribes" or "savages" lived but also taking photographs. These images convinced Americans that the inhabitants of the Philippines were not ready to govern themselves.

This paper briefly discusses the role photographs have played in the history and ethnography of the Cordillera Region in the early part of the 20th century. It will then talk about the University of the Philippines Baguio Cordillera/Northern Luzon Historical Archives and its objective of collecting, cataloging, preserving and making documents available to the public. Selected photograph collections of the Archives particularly those of Laurence Lee Wilson, Robert B. Fox, Sr., The Suyoc People Who Went to the 1904 Fair, and the Kalinga Tattooing photographs will be presented and broadly described. It will then examine problems encountered in preserving and making the photographs accessible. Finally, preservation strategies in efforts to prolong the life of these important primary sources by the UP Baguio C/NLH Archives are enumerated.

Keywords: Cordillera Region, University of the Philippines Baguio, Cordillera Northern Luzon Historical Archives, Photographs, Preservation of photographs, American colonial period

Background

Photographs played an important role in shaping Cordillera identity, history and culture in the early 1900s. When the Americans won the Spanish-American War in the Philippines that resulted in the purchase of the Philippines from Spain, the Bureau of Non-Christian Tribes was established to look into the condition of the pagan and Mohammedan tribes and to suggest laws in their behalf (Barrows, 1901). An approach employed to survey the pagans of northern Luzon was the use of the camera. The Americans, specifically Dean C. Worcester went around the Cordillera photographing the landscape, the people, and their rituals. The captured images convinced the people of the United States and the world that Filipinos were not ready for self- government. Furthermore, the photographs aroused the curiosity of the Americans. This resulted in a number of American anthropologists coming to the Philippines purposely to study the people who looked and acted peculiarly different. Albert E. Jenks, Roy F. Barton, and Faye Cooper Cole to name a few, documented the way of life of the pagans. Belgian missionaries like Francis Lambrecht, and Morice Vanoverbergh were posted in the Cordilleras to study the people and convert them to Christianity. Documenting the Cordillera and its people persisted into the 1960s. Following Jenks, Barton, and Cole other anthropologists and historians like Fred Eggan, Laurence Wilson, Robert Fox, Sr., Felix Keesing, and William Henry Scott came soon after. After their short stay in the Philippines, some of these anthropologists went home carrying with them documents they have accumulated and depositing these in libraries, archives and museums around the world.

My paper will discuss the Wilson, Fox and selected photograph collections that have been deposited and are available at the University of the Philippines Baguio Cordillera/Northern Luzon Historical Archives. The physical condition of the images, the problems encountered in preserving and making the images accessible to researchers will be presented. It is not the purpose of the paper to give opinions regarding the intents of the photographers or the owners of the images. Neither will this paper be a contextual analysis of the images as I am not an anthropologist. Its purpose is to detail the importance of preserving and making these images accessible parallel to the objectives of the archives—to preserve documents and make these available to the wider public for as long as possible.

The Cordillera Region and its people

The Cordillera Region is located in northern Luzon, the biggest island of the Philippines. It is bounded on the north and east by Cagayan Region, on the west and south by the Ilocos Region. Six provinces and 2 cities make up the Region: Abra, Apayao, Benguet, Ifugao, Kalinga, Mountain Province, Baguio City and Tabuk City.

The mountain chain called *Gran Cordillera*, from the Spanish term which means mountain, rises from the Cagayan Valley and traverses the Region until it tapers down towards the Pangasinan plains. This mountain range has served as protection and refuge for the Igorot people from Spanish aggressors and conquerors (Scott, 1975).

The Region is home to 7 major ethnolinguistic groups namely: Tinggian of Abra, Isneg of Apayao, Kalinga, Kankana-ey of southern Mountain Province, Ibaloy of Benguet, Ifugao and Bontok of northern Mountain Province. Next to Mindanao, it has

the second largest concentration of indigenous people. Under these major ethnolinguistic groups are several sub-ethnolinguistic groupings. The geographic terrain earned the inhabitants the collective albeit derogatory name *Igorots* from the Tagalog word *Igolot* (Scott, 1993). *Igolot* comes from *golot* or *golod* meaning "mountain chain," and the prefix *i* meaning "people of." Thus, *igolot* means "of the hill or mountain."

Partly due to the Region's rugged terrain and largely to their resistance, the *Igorots* were not easily subdued by the Spanish *conquistadores*. It was only towards the end of the Spanish colonial rule that politico-military *commandancias* were established in some parts of the Region. Because of the *Igorots*' continued struggle for independence they were labeled uncivilized, *infieles* (pagans), fierce and barbaric.

Photographs in early Cordillera history

The *Igorots* were extensively photographed during the American period. The Americans believed that not many accounts were written of the people of northern Luzon and there is a need to study them further. Dean C. Worcester, an American zoologist who first came to the Philippines in 1887, decided to document these lesser known inhabitants of northern and southern Philippines. He was appointed to head the Bureau of Non-Christian Tribes, which was later renamed Bureau of Ethnological Survey. The Bureau was tasked to survey and look into the conditions of the lesser known tribes of the Philippines. Worcester was appointed to this Bureau because of his extensive knowledge and experience accumulated during his 1887 and 1890 visits to the Islands (Hutterer, 1978). Charles Martin, the government photographer accompanied him during his trips around the country. Together they took photographs of the people and places they visited. These photographs were instrumental in shaping American opinions, views and beliefs about the backwardness and primitiveness of the Philippine people (Rice, 2011).

From 1890 to 1913, over 16,000 still photographs on the Philippines were taken by Worcester. Four thousand seven hundred are of ethnographic subjects. The favorite subjects of Worcester were the *Igorots*' physical make-up, manner of dressing, tattoos, headhunting practices, their dog eating habits, material culture, "odd" customs, and rituals. His immense interest in the appearance of the natives compared to the civilized Westerners showed when he would pose beside them. The captured images highlighted the natives' need for guidance and education. For these, Worcester became controversial and unpopular because the entire Philippines and the Filipinos were generalized as primitive and savages.

The UP Baguio Cordillera/Northern Luzon Historical Archives

The UP Baguio C/NLH Archives as established in 2008. Specifically, it aims to strengthen historical research in UP Baguio and the Cordillera Region; to forge linkages with local, national and international archives and; to collect, catalog and preserve archival materials. It is the first regional archives in the Cordillera and Northern Luzon that acquires and makes accessible to scholars historical documents, i.e., mission reports, government records, memoirs, maps, photographs, correspondences, and personal papers of prominent individuals of the Cordillera in particular and Northern Luzon in general. The Archives' mission, aside from being a

repository of primary sources on the Cordillera, aims to collect as humanly possible all known written as well as visual sources on the Cordillera.

To date the Archives has collected an extensive collection of Cordillera photographs: the Laurence L. Wilson photographs; the Robert B. Fox, Sr. photographs; the Suyoc people who went to the Fair photographs; the Kalinga tattooing photographs; Baguio City circa 1900s to 1940s photographs; the Cordillera Mass Movement photographs; and the Jules de Raedt photograph collections.

The Cordillera photograph collections of the UP Baguio Archives

The photograph collection of the Archives is a treasure trove of Cordillera history, heritage and culture that warrants preservation and access. Cordillera life is memorialized in each of the individual images. These are rare photographs that shaped Cordillera identity and will continue to serve as collective memory and evidence of the unique culture of the Cordillera Region. All of the photographs were donated to the Archives. The photograph collections of Laurence Lee Wilson, Robert B. Fox, Sr., Jules de Raedt form part of their papers donated by their heirs. The other collections like the Baguio circa 1900s to the 1940s photographs, the Kalinga Tattooing photographs, and the St. Louis Fair photograph collection were donated by private individuals who were generous enough to part away with these collections.

Laurence L. Wilson Photograph Collection

Laurence Lee Wilson is an American mining prospector, anthropologist, and folklorist. Following his mother's death in 1930, he decided to come to the Philippines. In the Philippines, he entered into mining activities, prospecting and development work. After the 2nd World War, Wilson became more active as a folklorist recording Cordillera oral traditions and publishing them first in the local paper, *Baguio Midland Courier*, and later in book form.

Photographs make up the majority of the Laurence Lee Wilson papers. The 162 black and white photographs were organized by Prof. Analyn Salvador-Amores, a faculty of the College of Social Sciences, sometime in early 2000. She notes that the images were in the possession of the UP Baguio Cordillera Studies Center since the early 1980s. Salvador-Amores decided to arrange, catalogue, and file the images in plastic casings bound in ring-bind folders. A short introduction to the collection gives the brief history, description of the photos, and their condition before she worked on the images. She admits that when the collection was discovered in a pile of old documents at the CSC Library, the photos were stapled together, pasted on ordinary bond paper, mislabeled, and in a state of deterioration. She adds that in describing the images, she copied the annotations and captions scribbled at the back of the images.

Many of the images were taken in the Cordillera region in the mid-1900s. The subjects covered by the photos are landscapes; indigenous peoples' material culture; portraits of indigenous peoples; rituals; social and political institutions; American officials of the Cordillera; mining processes; family; and self-portraits. Notable among the collection are images of bare breasted women, men in loincloth, tattooed women, and naked children. The images of men and women in traditional attires and accessories give the viewers a glimpse of the natives' manner of dressing in the early

1900s. These images are now only a reminder of the costumes that the indigenous peoples of the Cordillera wore. Snapshots were taken of old Baguio, the Mountain Trail when it was still a narrow trail, the Banaue terraces, the Zigzag Road, the Binga dams and different places of the Cordillera in the early 1900s. Salvador Amores notes that these photographs, "engage the viewers in a period of history" (2001, 5). Also captured by the cameras are the indigenous peoples' rituals as well as social institutions like head hunting, the Ibaloi *peshit*, and *mamaka* dance*s*, and the Bontoc *papatay*. Pictures of Cordillera material culture like *kayabangs*, bow and arrow, houses, spears, musical instruments and agricultural implements that are slowly becoming a thing of the past are framed as well. As Salvador-Amores wrote (2001, 3), the aim of making these photographs available to researchers is to provide knowledge of the culture of the Cordillera.

Figure 1: Lady of Elongot, Mt. Prov. P.I., "Pines Studio" Baguio
(Wilson collection)
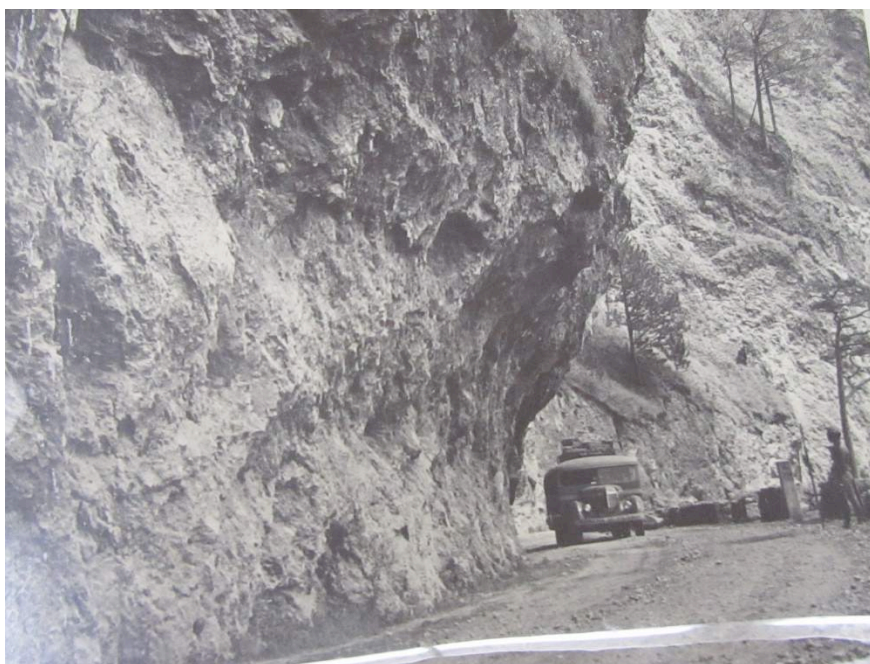
Figure 2: Mt. Data Road, Km. 103. Photo by Kip Moore
(Wilson collection)

Robert B. Fox, Sr. Photograph Collection

The photographs of Robert B. Fox, Sr. total approximately 1,000 pieces, making the it the biggest collection of images. The Fox papers were donated by his heirs in 2007.

Robert Bradford Fox, Sr. was born Galveston, Texas. He received his Ph.D. in Anthropology from the University of Chicago. He was a distinguished American anthropologist who made substantive and enduring contributions to Philippine anthropology through his research, publications, teaching, and public service. He was appointed the Chief Anthropologist of the Philippine National Museum. Besides his service with the National Museum, Dr. Fox taught at the University of the Philippines and served as Presidential Assistant for National Minorities and Presidential Adviser on Anthropology under the late Philippine President Ferdinand E. Marcos. Fox excavated the Tabon caves in Palawan that led to the discovery of the "*Tabon Man*," the earliest known *homo sapiens* to have existed in the Philippines.

The mostly black and white photographs are of various subjects. Majority of the pictures are images of Palawan, his field site. Some of the photos were used to illustrate his book, *The Tabon Caves*. A group of the photograph collection is on ceramic wares.

Figure 3: Towering limestone cliffs on China Sea side of Lipuun Point
(Fox collection)
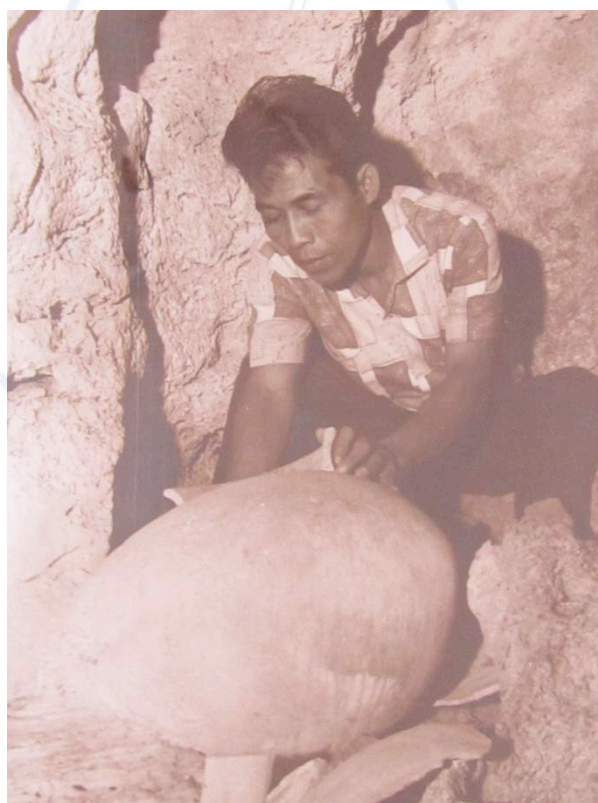
Figure 4: Two burial jars embedded in limestone in Guri Cave (Fox collection)

Interestingly, a number of images in this collection are from the Wilson collection as the hand writing on the underside of the pictures are Wilson's and are duplicates of the photos in the Wilson collection. Depicted in the images are Tasaday, Dumagat and

Negrito people. A number of photographs are Cordillera themed. The subjects of the Cordillera photos are indigenous peoples, landscape, Ifugao rituals, and material culture. The landscape depicts the condition of the Cordillera during the early American colonization period. The indigenous peoples are shown bare breasted, tattooed, wearing traditional accessories and performing agricultural and economic activities.

In 2013, I conducted research on 14 Cordillera photographs of the Fox collection (Villanueva, 2014). The photos are on an Ifugao burial ceremony called *munhimung*, which is accorded for individuals who die an unnatural death. The photographs engage the viewers on a ritual that is on the verge of being forgotten.

Figure 5: Photo of men in loin cloth (Fox collection)

The Suyoc People Who Went to the St. Louis Fair Photograph Collection

Twenty five black and white images, illustrating the Suyoc people of northern Benguet who were exhibited in the 1904 St. Louis World's Fair in St. Louis, Missouri, were donated to the Archives by Antonio Buangan. Buangan is a descendant of a participant to the Fair. He narrates (2004) that his quest for information about his ancestors who were exhibited in the Fair brought him to different libraries, archives and museums in the United States as there was a dearth of archival sources in the Philippines. The photographs are reproductions of the original shots from the Missouri Historical Society Museum and from the American Museum of Natural History. The photographs offer illustrations of the Suyoc people and the Tinguians who were transported and exhibited in the 1904 Fair. Researchers give a glimpse of the individuals who were part of the biggest display of "exotic people" from the colonial possessions of the United States in the early 1900s.

The Suyoc people together with other tribes from the Cordillera were collectively called Philippine *Igorots* who were made to live in an *Igorrote* Village that was recreated to simulate life "back home." Buangan's intention was to name the faces in portraits kept in U.S. archives and museums. He did not fail as he able to establish

who were Tugmina, Buli-e, Sendican, Kinay, Pongcoy, Bayongasan, Demeyna, Singwa, and Oblika.

The photos show the Suyoc people in their native dress of loin cloths, native skirts and adornments like tattoos, beads necklaces, and head dresses. The images also show the Suyoc people dancing, weaving, and spinning thread.

Figure 6: Photo from the Suyoc People who went to the St. Louis Fair Collection

The Igorots at the Fair became a spectacle especially with their dog eating habits and their reference as headhunters. As a result of the exhibit, a general impression conceived among the Americans is the dog eating and headhunting characteristics of Filipino people. Unfortunately, this impression persists up to today. The photographs, although reproductions of the original, was used to symbolize American hegemony and to reinforce the necessary role of America in civilizing and educating the Filipinos.

Kalinga Tattooing Photograph Collection

The 23 black and white photographs on Kalinga tattooing were donated to the Archives in 2008 by Prof. Analyn Salvador-Amores. Some of the 13 x 18 inches black and white photographs were taken during her field work in Lubo, Tanudan, Kalinga. Admittedly, Salvador-Amores' work on this extant practice has inspired a revival of Kalinga tattooing.

The images depict the different tattoo designs which according to Salvador-Amores are "best understood within the context of headhunting (2009, 61)." Kalinga *maingor* or warriors are tattooed after a successful head hunting expedition. For other warrior groups of the Cordillera, tattoos are marked after men have successfully won a battle. Tattooing, however is not solely done on men. Women are also tattooed symbols of rites of passage. This can be seen in a number of photos that show women and girls

marked on the face and arms. Also pictured in the collection are revered warriors, *manbatek* (tattoo practitioner), the tattooing process and implements.

Figure 7: Photo from the Kalinga Tattooing collection
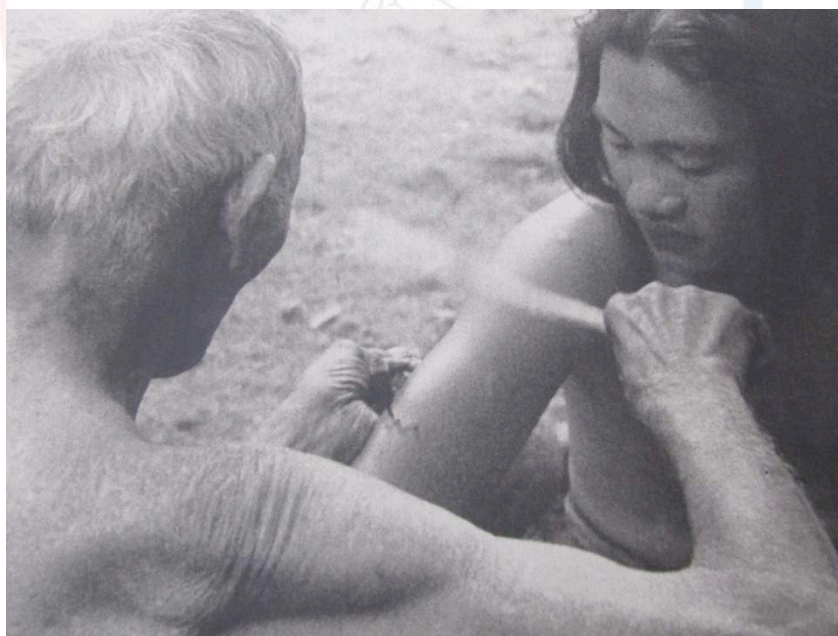
Figure 8: Photo from the Kalinga Tattooing collection

Salvador-Amores concludes that Kalinga tattooing and tattoos are markers of Kalinga beauty, otherness and distinction dictated by rituals that were once held sacred in the olden times. And with the decline and demise of headhunting, the body specifically the skin has become an archive of Kalinga culture (Salvador-Amores, 2002, 128).

These images have, thus, become memories of Kalinga tattooing because as soon as the tattooed individual dies, the skin canvass disappears as well.

Issues in preserving and providing access to the photograph collection

Working with photographs can be problematic since the medium is totally different from books and other print materials. Because of their nature—paper coated with light sensitive chemicals—photographs easily lend themselves to deterioration when not properly preserved. Temperature and relative humidity are environmental conditions that are to be closely monitored as these can greatly affect the lifespan of photographs. Although Baguio City has a cool climate, the temperature is not always ideal for preserving photographs as temperatures fluctuates throughout the year. Temperature ranges from 18°C-25°C during the summer months of March to June while it can range from 10°C to 13°C during the months of December to February. Although Baguio has a cool climate its temperature is not ideal for preserving documents. This is a commonly held misconception which is erroneous since temperature during summer can reach more than 20°C which is not recommended for photographs. Another aggravating environmental condition is relative humidity. In tropical countries such as the Philippines relative humidity is high. Baguio City's relative humidity can reach up to 75% during the rainy season. High relative humidity and high temperature can be disastrous to documents especially photographs.

The problem of pollution along UP Baguio has been a long standing concern brought about by the traffic rerouting scheme of the city government. The road along the Archives is a major thoroughfare and the increased number of vehicles plying this route has created pollution problem. Gas particulates from automobile exhaust get deposited in boxes, documents, furniture and fixtures. Because these particulates are harmful to documents, deterioration is expected.

Deterioration of material is also attributed to the quality of print photographs. There are photographs in the Fox collection that can be easily erased. The color and image for some are fading. This is also observed of the Suyoc People photograph collection. The images have turned blue, which I surmise is a result of the quality of the ink used.

Access issues should also be looked into. Cataloging or indexing photographs can be a challenge especially if photographs do not have captions and the archivist is not familiar with the subject of the images. Photographs without captions can be very problematic. Most of the Archives photograph donations have no annotations. Only the Wilson photographs have captions although there are some that do not have. These images will never be accessed and used if interventions are not done. Researching the images' content and context is the only viable solution since inadequate, inaccurate and incomplete identification of the images can render the images inaccessible or worse can give the wrong information to researchers.

In 2014, as a requirement for a course, I decided to research the content and contextual narratives behind 14 Fox photographs on Ifugao burial ceremony. The images were part of the less than 100 photos that have Cordillera theme. After conducting interviews and reading primary sources, I was able to conclude that these pictures depict an Ifugao burial ceremony called *munhimung*. In the early years, the ceremony was performed for violent deaths like head hunting. However, with the

outlawing of head hunting during the American period, the burial ceremony was performed for unnatural deaths like murder. The ritual has in time gradually been discontinued. These photographs are the third of its kind that I have come across. The first photographs are those of Henry Otley Beyer's and Roy F. Barton's in the 1911 article, "An Ifugao Burial Ceremony." The second is Roger Duff's, "An Ethnographic Excursion to the Mountain Province of Luzon, Philippines," published in 1954. My research on these images is by no means complete as I intend to pursue researching other details in the photos.

Research is another issue raised with regards to accessing photographs of the Archives. The conduct of research can be tedious and time consuming. With my full time work of maintaining the collection and assisting researchers, researching the collection can be very taxing. To ensure quality archives and services therefore, release time is needed for archivists to conduct research.

A number of Fox's photographs on Palawan have been described and provided with captions using available publications on the Tabon Caves. Given the less than a thousand images in the Fox collection, there are still quite a number that needs to be described and provided with captions.

Providing access to the photos, however, does not end with providing captions. Information and captions should be validated and revalidated given that the photographers and owners are no longer around to describe their collection. For collections that are open to interpretations, information can be misrepresented. This has happened to a number of photos in the Wilson collection. Photos of tattooed women were described by Wilson as "Ifugao women," but were later on identified as "Kalinga women." The image can be misleading and confusing. One has to be cautious in using the captions as it could lead to erroneous interpretation. Validation through research using print sources is therefore, needed to establish the correct description. It is thus important that the archivist is knowledgeable about Cordillera culture and history to be able to describe, explain and attach captions to photographs.

Another problem encountered with the captions of the Wilson collection is the difficulty in deciphering handwriting. In one photo, the image was described by Wilson as, "vigorous *mamaka* dance to the rhythmic cadence of the *ganzas*," however, because Wilson has a style in writing the letter "z," and "a," the caption was interpreted as, "vigorous *mamaka* dance to the rhythmic cadence of the "*gawes*." In yet another photo, the image of Jose Fianza photo was also erroneously described as "Jose Fielwho."

Salvador-Amores laments in her introduction to the album of the Wilson collection that information written on the underside of some of the photos were lost when the photos were pasted on paper. Although I do not wish to generalize about this unfortunate incident which detrimentally affected precious information, I have observed that library science graduates of some schools are not taught working knowledge on preservation despite them taking archives administration courses. The destruction of precious information and at times the document itself reflects the lack of knowledge of some library personnel about basic preservation techniques.

I assume that the Archives photographs taken by Americans during the early part of the 1900s constitute only a small percentage of all the images taken during this period. I believe a lot more equally rare and valuable photographs are in the possession of private individuals. Private individuals, however, would not want to part away with these images as these are considered their priced possession. This attitude can have adverse effect on photograph collections since private individuals may not have the capability and knowledge to preserve and conserve these materials. People may not be aware of the interplay of the various environmental factors that contribute to the deterioration of sensitive photographic materials.

The photograph collections of the Archives are unique and invaluable reminders of Cordillera heritage. Many of the images are the only remaining images of the Cordillera in the mid-1900s. These are considered rare and hard to find. This is especially true of the photograph collections of Laurence Wilson and Robert Fox, Sr. There is thus, an urgent need to preserve the images considering their present condition and value to Cordillera ethnicity and identity. It is therefore important that these be preserved for posterity.

Preservation strategies of the Archives

Aware of the numerous issues regarding preserving photographs, the UP Baguio Archives has made efforts to safeguard these documents. High on the list is encapsulating the documents in acid free mylar or melinex plastic. This method prevents rapid deterioration from constant handling by researchers as people are oftentimes considered the primary cause of document destruction. Filing photographs in archival boxes is done to keep away dust particles and pollutants from being deposited on documents. Maintaining the overall humidity of the Archives room is an important measure to ensure optimum humidity level. Finally, although not the least is educating users on proper handling. Reader education is important in preventing damage to materials in as much as preservation does not solely rest with the Archives staff. Impressing on researchers an awareness of their share in the responsibility of taking care of documents is educating them of their duty and role as partners in efforts to prolong the life of primary sources.

Cognizant of the fact that no matter how ideal the environmental conditions are and how meticulous our efforts in preservation are, paper documents will eventually deteriorate. Because of this the Archives has embarked on a digitization project which is currently underway. The Archives is in the process of purchasing a planetary book scanner that will digitize documents. The procedure aims to preserve original documents including photographs which are in danger of deterioration while making the digitized copy accessible to researchers. The original documents will then be kept for posterity. The use of digital copies will prevent the original documents from being constantly handled by researchers thereby preventing further damage through wear and tear. Digitization, therefore, prolongs the life of the original documents as well as the information contained in them.

Majority of the Wilson and Fox photographs are over 50 years old and are slowly deteriorating. The fragile nature of the materials can no longer sustain continued use and handling by researchers. At the same time, we do not want that these documents be kept off limits to researchers as this will only defeat the purpose of acquiring the

materials. Digitization will greatly improve the way primary sources will be made accessible as these will now be presented in computer format that can be shared over the Internet. With just a few computer keyboard strokes documents will be made available to researchers.

Conclusion

Photographs taken in the early 1900s have been powerful instruments, oftentimes more powerful than the written word, in the political as well as colonizing efforts of the Americans. These have shaped how the Americans view the Philippines. These have also directed the course of Philippine history as we were placed under American rule partly due to these images that reinforced that we were not capable of self-government.

The fascination and interest of the Americans in our unique and "different" way of life, rituals, and traditions, however, persisted long into and after the mid-1900s as evidenced by the anthropologists and historians who came to the Philippines. They documented every aspect of the *Igorot's* life and these were captured on photographs and written down on paper. The photographs that they took have become silent witnesses of rituals, customs and traditions that are on the verge of being forgotten, altered and abandoned. These sources are now deposited in different libraries and archives around the world. The University of the Philippines Baguio Archives is fortunate to have in its collection the papers including the photographs of some of these renowned individuals who have contributed to Cordillera history and heritage.

The photograph collections of the Archives, considered a treasure, are priceless reminders of Cordillera history, ethnicity and identity. Most of the images are the only remaining images of the Cordillera in the mid-1900s. There is therefore, an urgent need to preserve these images and make these accessible to researchers.

References

Afable, P. O. (2004). Journeys from Bontoc to the Western Fairs, 1904-1915: the "Nikimalika" and their interpreters. *Philippine Studies*. 52 (4), 445-473.

Barrows, D. P. (1901). *The Bureau of Non-Christian Tribes for the Philippine Islands*. Manila: The Museum of Ethnology, Natural History and Commerce.

Beyer, H. O. & Barton, R. F. (1911). An Ifugao burial ceremony. *The Philippine Journal of Science*. 6 (5), 227-249.

Buangan, A. S. (2004). The Suyoc people who went to St. Louis 100 years ago: the search for my ancestors. *Philippine Studies*. 52 (2), 474-498.

Duff, R. (1954). An ethnographic excursion to the Mountain Province of Luzon, Philippines. J*ournal of the Polynesian Society*. 63 (3 & 4), 234-242.

Fry, H. T. (2006). *A history of the Mountain Province*. Rev. ed. Quezon City: New Day Publishing.

Geary, C. M. (1991). Old pictures, new approaches: researching historical photographs. *African Arts*. 24 (4), 36-39, 98.

Hutterer, K. L. (1978). Dean C. Worcester and Philippine anthropology. *Philippine Quarterly of Culture and Society*. 6, 125-156.

Huyda, R. J. (1977-78). Photographs and archives in Canada. *Archivaria* (5), 3-16.

Muijzenberg, O. (2008). *The Philippines through European lenses: late 19th century photographs from the Meerkamp van Embden collection*. Quezon City: Ateneo de Manila University Press.

Rice, M. (2011). Colonial photography across empires and islands. *Journal of Transnational American Studies*, 3 (2), 1-22.

Rundell, W. Jr. (1978). Photographs as historical evidence: early Texas Oil. *The American Archivist*, 41 (4), 373-398.

Salvador-Amores, A. (2002). Batek: traditional tattoos and identities in contemporary Kalinga, north Luzon, Philippines. *Humanities Diliman*. 3 (1), 105-142.

_____. (2009). Breaking barriers of ethnocentrism: re-examining Igorot representation through material culture and visual research methods. *The Cordillera Review*. 1(1), 47-79.

_____. (2001). *Images of the Cordillera circa 1900's: a collection of photographs by the Cordillera Studies Center*. Baguio City : UP College Baguio.

Scott, W. H. (1977). *The discovery of the Igorots: Spanish contacts with the pagans of Northern Luzon*. Rev. ed. Quezon City: New Day.

_____. (1969). *On the Cordillera: a look at the peoples and cultures of the Mountain Province*. Manila: MCS Enterprises.

Villanueva, C. B. (May 2014). *Digitization of the Collection of the University of the Philippines Baguio Cordillera/Northern Luzon Archives : Phase I.* Project proposal submitted to the University of the Philippines Baguio .

_____. (August 2013). *Preserving Cordillera culture and history through the University of the Philippines Baguio Cordillera Studies Collection Library and the UP Baguio Cordillera/Northern Luzon Historical Archives.* Paper presented at the 79th International Federation of Library Associations—World Library and Information Congress, Singapore.

_____. (August 2014). *Putting voice to the silent: researching the Cordillera photographs of Robert B. Fox, Sr. of the University of the Philippines Baguio Cordillera/Northern Luzon Historical Archives*. Paper presented at the 80th International Federation of Library Associations—World Library and Information Congress, Lyon, France.

_____. (April 2013). *The UP Baguio Cordillera Studies Collection Library and the UP Baguio Cordillera/Northern Luzon Archives in the promotion of Cordillera heritage and culture*. Paper presented at the 3rd International Conference of Asian Special Libraries, held at the Philippine International Convention Center, Pasay City, Philippines.

Contact e-mail: cristiupcb@gmail.com

Interaction between Study and Social Agenda: A Case Study Analyzing the Publications Academic Newsletter of a Chinese Civilian Research Institute

SiMin Li, National Taiwan Normal University, Taiwan

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Public opinion is very crucial to influence policy maker's decision. Although the civilian research institutes that are consistent with the western definition of think tank and focus on social issues are always discriminated by the Chinese government, they still strive to persuade public to support their ideas by various knowledge products. This article selects samples of typical newspapers, a series of online publications "Academic Newsletter" released by a civilian research institute—The Transition Institute, and employs content analysis and discourse analysis on them in order to reveal how the institution or its members keeping contact with the society but within a certain distance. It discovers that news reports on social issues are concerned by researchers and start to write about it. Some issues even though which are unrelated with the researcher's academic and research background, can't be ignored because they have huge impact. Not all issues will become research matter, but some interrelated and keep appearing issues will be the research target, because these issues haven't not been resolved or improved. Some researchers also make use of news reports to disseminate their earlier findings repeatedly. There's a substantial divergence on observation and conclusions between researchers, the mass media, and public. Some propositions may change people's general cognition in consciousness, but with limited ability to communicate. Some advocacies under the constant political institution can neither be realized nor adopted by policy makers, and even become a threat to the existence of organizations.

Keywords: Interaction; study; social agenda; civilian research institute

iafor

Introduction

Although there are many definitions of "Think tank" (for example, Leeson, Ryan ,&Williamson,2012;Pascal,2013; Pautz,2014;Rich,2004;Stone,2000), is no doubt that think tanks play an important role in international relation, country, society and market, especially in developing countries which want to make policies efficiently and democratically. In China, official research institutes and semi-official research institutes which have more government links occupy many resources and media visibility. They also get much more attention of the domestic and international researchers. (Faulkner,2007;Gill & Mulvenon, 2002;Tanner,2002;Zhu &Xue,2007)

However, the civilian research institutes that are consistent with the conventional western features of think tank, such as nonprofit, independent, and focus on social issues are always discriminated by the government on registration, research issues and information access. (Cao,2011) Therefore they are hard to access to policymakers and lack of resources .Nevertheless, civilian research institutes are treated as an integral part of civil society and stand for a force of the civilian. It is important to observe this force and understand these burgeoning institutes.

What constitutes of a think tank? What are the differences between the think tank and social agenda? What is the status of think tank in China? This article selects samples of typical media, a series of online publications "Academic Newsletter" released by a civilian research institute—The Transition Institute, and employs content analysis and discourse analysis on them in order to reveal how the institution or its members keeping contact with the society but within a certain distance.

The Transition Institute

The Transition Institute (TI) was founded in 2007 whose goal is "investigating the problems and phenomena on freedom and justice during the transition of a society. "It is concerned about taxation, taxi industry, citizen participation and the experience of transition. You can find their mission on the website describing "the protection of the property, vulnerable groups and promotion of human right."(see from http://www.chinadevelopmentbrief.org.cn/org717/org_active)

The general number of its researchers is stable and there are two to three members flowing these years. At the moment , there are two to four full-time staffs responsible for daily administrative work. In 2014, four research assistants and a researcher joined in and its researchers are 14 nowadays. It is vital to about the education background and experience of those researchers .The new one who just came was an adjunct professor of law at the university as well as there are two doctoral candidates of economics and history. The rest are masters or bachelors on political economics, mechanics ,psychology, sociology and so on . Overall, social science dominates the whole background which includes a famous lawyer .

TI has many e-publications (juveniles' education, health care, taxi industry and so on) on its website for downloading. The series of "Academic Newsletter" are the only regular publications on line. The first one was published on March, 2010 which is published once a month or several months and becomes a window to present their academic trends, researches and thoughts to the public.

Method and data

At first, the article picks out researchers' essays from the "research column" and "cover subject" of ten publications from 2010 to 2014 as samples and generalizes key words from these essays. (see Appendix A) Those key words are used to search for news and commentaries of medias on the "Baidu domestic news" website by setting finished or published time. The news are chosen like the following standards:

1.domestic regular newspapers on line, for example digital paper "People Daily"

2. reprinted news on the famous websites, such as Sina, Tencent , which are with reporters' names and from explicit agencies *

3. related with the key words directly

As for the variables and values of the content analysis, it follows that by setting "Keywords, Numbers of News, Genres of News, News Tributes and Main Content"(see Appendix B)

And then is the qualitative analysis. The article employs discourse analysis on one representative issue "unlicensed vehicle" from those essays. In addition to the texts of the researchers and media, the article will choose the professional commentaries edited by editors, comments from the anonymous and microblogs (weibo) to analysis.(see Appendix C)

Content analysis

Firstly, from the prospect of the researchers' research fields, "taxi industry, taxation, education, public works, health care and energy" and so on are strongly linked with public as well as the regular social agendas of news. For example, according to the appendix B, there were 139 pieces of news about "unlicensed vehicle" on the media in less than 30 days, at least 5 pieces a day, and such vehicles exist everywhere in China. The negative news achieves 61%.(86/139)

Some researches were made because of the news, like the Google Library reported by China Central Television. Some researches even though which are unrelated with the researcher's academic and research background, can't be ignored because they have huge impact, like an event of workers in TaiYuan province and Sun Flower Movement happened in TaiWan last year.(Appendix A)

Some interrelated and keep appearing issues will be the research target, because these issues haven't not been resolved or improved in a short time, like the "rumor" reported by media 6 pieces a day and the "railway ticket" during Chinese New Year every year. (see details from appendix B) But the perspective and extent are decided by researchers.

Secondly, TI notices to make use of news reports to disseminate their earlier findings repeatedly. They often arrange their essays published on media early on the Newsletter again. Three Gorges project that has been concerned by two members for many years, when it becomes the spot of media, they seize the chance to let public

know, even the researcher himself became the news. Apart from above, some issues rarely reported by domestic media or mentioned by the society but chose on the publications reflect the researchers' intention, like the purely theoretical article analyzing the basic contradiction of capitalism and the "Rome Statute" which often appears on international news with less linkage with China itself while researcher introduces it in detail.(Appendix B)

At last, even though TI cares much about the social agenda, not all issues will become research matter and the members have their own cases and sources as reference ─ as"Ministry of health should comply with the disciplines of market" says, researcher suspected the reality of the news according to his case, even those news never appears on mass media─"Changes of Chinese city land system" shows that a letter from 28 property owners could not be found on media.

Discourse analysis

Unlicensed vehicle (hei che) is a topic that everyone can say something in terms of their experiences and what they read from news media.

The nature of unlicensed vehicle

From the literally understanding of "unlicensed vehicle"(hei che), it means an illegal vehicle no matter what kinds of cars carrying passengers without registration and defaulting tax. As Hall said, news report generates from an established ideological structure which understand the world with a systematic limitation. (as cited in Chang, 1994,p.41) Media is often treated as maintaining the existing order. On this subject, news reports are in accordance with the government describing unlicensed vehicle illegal and unacknowledged. With a series of extraordinary criminal events, unlicensed vehicle also has other characters, danger ─ without insurance, unreasonable prices. From five professional commentaries collected by the article, only one affirms this vehicle is the"important supplement of the basic transport service".

As for the comments by the anonymous think lowly of the "licensed vehicle", because this type vehicle is the same as the unlicensed one in a way. As a result of the high cost of the licensed vehicle, people seem understand the unlicensed one. But as the researcher, the "licensed vehicle" is not regular for the disordered management and the unlicensed one is managed terrible by the administrators. As far as he is concerned, all the licensed car is unlicensed at the beginning in history and the driver of the unlicensed car who has the experience has to quit the "licensed market" because of the loss of the right and the high prices. The researcher's opinions are different from the reporters and the reviewers, not only deeper than the report but also beyond the daily observation.

The reason of its appearance

Almost all the media texts think the reason is that the licensed vehicle is not enough which leads to the unlicensed one appears. But the limited numbers depend on the situations. The commentaries and comments reflect the reality that not everyone has his own car. Therefore, nearly everyone suffers the occasion that you can't take a

"licensed vehicle" in time. In fact, this situation is pervasive. Because the unlicensed one competes with the licensed one, you can find the news about "the strike of taxi drivers "and "authorities crack down on the unlicensed cars". ("main content" of unlicensed vehicle in appendix B) However, researcher points out the quantity of public vehicles control. On the contrary, the "quantity of control" and public sectors who share profit emphasized by researcher rarely are reported on media.

Solution to solve the problem

Every news report in every place gives different solutions, but these methods cure the symptoms, not the disease. Unlicensed vehicle treated as illegal, nearly all the news indicate that it must be cracked down except one piece reporting legalization. The extent of hit depends on the places and target people. As for the "deficiency of licensed vehicle", solutions include increasing the numbers of bus or route, rearranging the bus stops, improving the service of the licensed car on media texts. But the more thorough solutions put forward by reviewers, like reducing the fees of the admission, making enter sector easier and encouraging joint operation, are ineffective, even never put into practice. The researcher thinks those vehicles should be legitimated and make some provisions to ensure safe. But his advocacy is never adopted by policy-maker.

Limitation and Conclusion

The limitations of the study need to be addressed that those online media texts and commentaries presented on news websites are not from a professional database. Lacking of such database ,the study has to collect data from a Chinese News Platform website. That means I have to read each piece of news then pick them out and can't judge the genres of news precisely because of the format restricted to the webpage. Similarly, the huge numbers of the microblogs and some disappearing micro-bloggers and microblogs made me choose the typical one to present.

The study explores how the institution or its members keeping contact with the society but within a certain distance. It discovers that the most researches of publications are relative with the researchers' fields and are the regular agendas of the media and public. News reports on social issues are concerned by researchers and start to write about it. Some issues even though which are unrelated with the researcher's academic and research background, can't be ignored because they have huge impact. Some interrelated and keep appearing issues will be the research target, because these issues haven't not been resolved or improved in a short time. Some researchers also make use of news reports to disseminate their earlier findings repeatedly. Some issues rarely reported by domestic media and mentioned by the society but chose on the publications reflect the researchers' intention. TI cares much about the social agenda, not all issues will become research matter and the members have their own sources and cases as references.

There's a substantial divergence on observation and conclusions between researchers, the mass media, and public. For the researchers, some propositions may change people's general cognition in consciousness, but with limited ability to communicate. Some advocacies under the constant political institution can neither be realized nor adopted by policy makers, and even become a threat to the existence of organizations.

* In fact, the author has read all news no matter they are on the famous websites or not because online information has many forms ,and then make statistics.

References

Cao,Y.S.(2011). The democracy and openness of political decision from a perspective of political communication—a comparative analysis on Chinese and West think tank and media. *Journal of Hubei administration institute,* 6, 31-35. doi10.3969/j.issn. 1671-7155.2011.06.006

Chang, C. H.(1994). 媒介文化，意識形態與女性[Media culture, ideology, and women] .(pp.41). TaiPei: Zhong Zheng

Faulkner, M. S. (2007). Regulating intellectual life in China: The case of the Chinese Academy of Social Sciences. *The China Quarterly,* 189, 83-99. doi:10.1017/S0305741006000816

Gill, B., & Mulvenon , J. (2002) Chinese military-related think tanks and research institutions. *The China Quarterly,* 171 , 617-624.

Leeson, P. T., Ryan, M. E., & Williamson, C. R. (2012). Think tanks . *Journal of Comparative Economics*, 40, 62–77. doi:10.1016/j.jce.2011.07.004

Pascal, A. (2013). China's foreign policy think tanks: changing roles and Structural Conditions (GIGA Working Papers No. 213). Retrieved from http://hdl.handle.net/10419/69514

Pautz, H. (2014). British think-tanks and their collaborative and communicative networks. *Politics,* 34(4), 345–361. doi: 10.1111/1467-9256.12056

Rich, A. (2004). Think tanks, public policy, and the politics of expertise. NY: The University of Cambridge.

Stone, D. (2000). Non-governmental policy transfer: the strategies of independent policy institutes. *Governance: An International Journal of Policy and Administration,* 13(1), 45–62.

Tanner, M. (2002). Changing windows on a changing China: The evolving "think tank" system and the case of the public security sector. *The China Quarterly,* 171, 559–574.

Zhu, X. F.,& Xue, L. (2007).Think tanks in transitional China. *Public administration and development,* 27, 452–464. doi: 10.1002/pad.465

Appendix A

The basic situation of 10 publications from 2010 to 2014

Time	Title	Author	Field	Time	Keywords	Notes
2010 NO.1 03.15	Unlicensed vehicle is legal.	You,C.L.	taxi industry	01.24	unlicensed vehicles	
	Is it the soundbite of Google Library rational?	Xia,N.	criminal law, civil right	2009 10.25	infringement copyright of Google Library	
	Science and law problems of the mental patient's forced cure.	Huang,K.P.	Taxation, mentality	2009 04.15	mental patients' forced cure	has published on media with some changes
2010 No.2 04.15	The transition from the family plan to state coercion.	Ren,X.H.	education, public works, one-child policy	04.12	population and family planning law; Yang, ZZ; allowing a second child	
	Why the reform of health care issues of farmer is so hard.	Yang,Z.L.	Agriculture rural area, new cooperative care	04.02	document of health care reform of central government	
	The crux of Chinese taxi industry: Wenzhou model.	You,C.L.		2009 07.28	taxis strike	has published on media in 2009
	The revolution of city's land.	He,Z.J.	documentary	04.12	land property right; house property right	
2010 No.3 05.15	New cooperative care gradually gets out of dilemma.	Yang,Z.L.		05.05	new cooperative care	
	Oppose to impose fuel adjustment fee.	You,C.L.		05.15	taxi fuel adjustment fee	

2010 No.9 11.27	Ministry of health should comply with the disciplines of market.	Yang,Z.L.		11.27	rules of the project of basic care; project of high quality care	
	The cost of the Three Gorges Project.	Guo,Y.S.	taxation, taxi industry, three gorges project		store water of three gorges	
	The experiences of the first try to open the fund of Three Gorges Project.	Ren,X.H.			fund of three gorges	a record describing the experience
2011 No.1 01.24	To break monopoly, to decline price.	You,C.L.		01.24	hard to get train ticket	retort an economist's opinion of price
	Raising the price can't solve the problems.	Guo,Y.S.			hard to get train ticket	doubt the mentioned economist; has published on media
	Can breaking the limitation of the entrance improve service?	Guo, Y.S. Jin,F.S.	Newsletter editor		hard to get train ticket	a discussion of between 2 researchers
	Some feelings of going back home.	Yang,Z.L.			hard to get train ticket	
2011 No.6 07.15	A report of the basic care of urban-rural integration in SanYa.	Yang,Z.L.			health care in SanYa	
	The shortcomings of the psychiatry and its legislation.	Huang,K.P.			the draft of the Mental Health Act	

	Something you may not know about the history of Three Gorges.	Guo,Y.S.		A plan of post-three gorges; disadvantages of Three Gorges	
	We have no confidence on Three Gorges.	Ren,X.H		A plan of post-three gorges; disadvantages of Three Gorges	
	The law dilemma of the Immigration.	Liu,Z.	electrical energy	immigration in Three Gorges	
2012 No.2 07.14	Rumor and social reform in China.	Xia,N.		rumor	
	To view Chinese tax system in terms of double imposition.	Huang,K.P.		double imposition	part content stemmed from a pamphlet; has published on media
	Tiered pricing for electricity is at cross purpose.	Liu,Z.		National Development and Reform Commission and step tariff	has published on media
	The legislation of the land property right.	Xia,N.		legislation of land property; real estate right	
	A short history of Chinese real estate right.	TI		legislation of land property; real estate right	
2012 No.4 11.03	An analysis on basic Capitalism contradiction.	Yang,Z.L.			purely theoretical article
	The violence in Foxconn is relevant to national system.	Chen,M.	political review; political history	an event of workers in Taiyuan	

	Condemn the violent safeguard in Foxconn.	Jin,F.S.			an event of workers in Taiyuan	
	The economy growth and the protection of labor.	Yang,Z.L.			an event of workers in Taiyuan	
	The integration problems after the riot.	Ren,X.H.			an event of workers in Taiyuan	
2013 No.2 01.28	A myth of the first cooperative care in rural area.	Yang,Z.L.			the first cooperative care	
	The freedom and liability of the submissive.	Huang,K.P.			the group petition forced to cure	
	Chong Qing's land finance.	Xia,N.			Chong Qing land finance	
	Changes of Chinese city land system.	He, ZJ.			a letter to National People's Congress from 28 property owners	
2014 No.6 06.01	To interpret the opposing-trade movement from a view of WTO	Xia,N.		05.11	the opposing-trade movement	has published on media
	An analysis on the influence which improves human right	Yang,Z.L.		2011	China and Rome Statute	has published of Rome Statute on oversea Chinese media in 2011

Note. the red words mean those contents are from "cover subject" of publications

Appendix B

Key words news quantitative statistics

Keywords	Numbers of News	Genres of News	News Tributes	Main Content
unlicensed vehicle	2010.1.1-1.23: 139	straight news: 121 depth story :16 feature: 1 interview: 1	negative 86 hybrid 3 positive 12 neutral 38	criminal cases related with unlicensed vehicles; action against them; solutions to problems; new trends in market
infringement copyright of Google Library	2009.1.1-10.25 28	straight news 26 depth story 2	negative 10 hybrid 7 neutral 11	foreign investigations on Google Library; Chinese copyrighters' responses and communication
mental patients' forced cure	2009.1.1-2010.3.14 24	Straight news: 16 depth story 8	negative 5 hybrid 2 neutral 17	ZYJ's event; reasons and consequences of "forced cure"; legislation of Mental Health Act
population and family planning law ①；Yang, ZZ ②; allowing a second child ③	①2010.1.1-4.11: 4 ②2010.1.1-4.11: 2 ③2010.1.1-4.11:27 total 33	straight news 31 depth story 2	hybrid 5 neutral 28	members' investments; adjunct professor rejected fine; proposal with a second child; discussion and analysis on one-child policy
document of health care reform of central government	2010.1.1-4.2: 18	straight news15 depth story 1 feature 1 interview 1	neutral 16 positive 2	a reform plan announced by government
taxis strike	2010.3.15-4.15: 2	straight news: 2	negative: 2	taxis stroke in BaiSe; protested insurance company

land property right ①; house property right ②	①2010.3.15-4.12: 85 ②2010.3.15-4.12: 1 total 86	straight news:64 depth story:20 feature:1 interview:1	hybrid:11 neutral 39 positive:10 negative:26	disputes about estate; definition on property; HuaiAn model
New cooperative health care	2010.4.15-5.14: 114	straight news:113 feature:1	hybrid 2 neutral:87 positive: 25	introductions of new cooperative care all over the country
taxi fuel adjustment fee	2010.1.1-5.14: 74	straight news:71 depth story:3	nagative:16 hybrid:8 neutral:50	how this fee generates and a series of specifications; users and experts' feedback
rules of the project of basic care; ①; project of high quality care ②	①2010.1.1-11.27: 7 ②2010.1.1-11.27: 56 total 63	straight news:62 feature:1	negative:1 hybrid:6 neutral:37 positive:19	generation and performance of the rules; introduce the situations ,facilities and effects
store water of three gorges	2010.8.15-11.27: 111	straight news 96 depth report 4 feature 6 interview 5	neutral 65 hybrid 6 positive 40	the whole process of "pass the plan, test and achieve 175m";introduce the situation of shipping, geology and pollution
fund of three gorges	2010.1.1-11.27: 11	straight news 5 depth report 4 feature 1 interview 1	negative 4 neutral 5 hybrid 1 positive 1	Ren,XL failed to sue Ministry of Finance for the fund of three gorges; subsequent situations of fund and the bill
hard to get train ticket	2011.1.1-1.24: 71	straight news:67 depth story:4	negative 27 hybrid 7 neutral 33 positive 4	the selling situation of tickets; ministry of railway's promise; consumers' solutions
health care in SanYa	2009.1.1-2011.7.14 21	straight news:21	neutral 16 positive 5	the first city constructed urban-rural integration system; introduction of fund, content and reimbursement

draft of Mental Health Act	2011.6.1-7.14 38	straight news:23 depth story:10 Interview:5	negative:4 hybrid 16 neutral 18	collect ideas about the draft; people's discussion, evaluation, criticism explanation; the process of enactment
a plan of post-three gorges/ the disadvantages of it	2011.5.1-7.14: 61	straight news:38 depth story:16 interview:7	negative 2 hybrid 21 neutral 33 positive 5	a plan pointing out problems released by government; terrible drought in Yangzi area; debates on the problems and review of the decision process
immigration in Three Gorges	2011.5.1-7.14: 10	straight news 9 depth story 1	negative 3 positive 2 neutral 5	arrangement and management; embezzlement of pension difficulties of immigration
rumor	2012.6.15-7.14: 181	straight news 160 depth story 18 Interview 3	negative 36 hybrid 11 neutral 121 positive 13	all kinds of rumors are verified or clarified; punishment of the rumormongers
double imposition	2012.1.1-7.14: 36	straight news 27 depth story 7 Interview 2	negative 7 hybrid 9 neutral 15 Positive 5	experimental unit on added-value tax; doubt of the tax and effect
step tariff	2012.5.13-7.14 286	straight news 247 depth story 32 interview 5 feature 2	negative 14 neutral 226 hybrid 25 positive 21	public hearing and price plan put forward by local governments; process of the price adjustment, announcement and meaning
legislation of land property / real estate right	2012.1.1-7.14 19	straight news 14 depth story 5	negative 2 hybrid 1 neutral 16	clear out limited property house; experts' solution to farmers' land property; reform in ShenZhen
an event of workers in TaiYuan	2012.9.23-11.3 31	straight news 27 depth story 3 feature 1	negative 29 hybrid 1 neutral 1	fistfight among 2000 people; reasons and management of event

the first cooperative health care in rural area	2012.1.1-2013.1.27: 0			
the group petition forced to cure	2012.1.1-2013.1.27: 2	straight news 1 depth story 1	neutral 1 negative 1	two cases happened in other places
Chong Qing land finance	2013.1.1-1.27: 2	depth story 2	neutral 1 hybrid 1	land finance in many other places in China
a letter to National People's Congress from 28 property owners	2010.11.1-2013.1.27 0			
the opposing-trade movement	2014.3.1-6.1: 105	straight news 93 depth story 8 interview 4	negative 37 hybrid 8 neutral 52 positive 8	the whole record of the movement; all kinds of responses, judgement and influences
China and Rome Statute	2011.1.1-2014.6.1: 2	straight news 1 depth story 1	neutral 1 positive 1	international court needs Chinese lawyers; review of Chinese human rights

Appendix C

The reviews of "unlicensed vehicle"

Key words	Editorial & Letter	Comment	Microblog	Searching Time
unlicensed vehicle	5	68	326	2010.1.1-1.23

Social Capital Ellaboration in the Archaeological Heritage Conservation Center - Indonesia : Preserving Cultural Identity

Kartika Sari Nur Laila Agustina Sabah, University of Indonesia, Indonesia

Abstract

Archaeological Heritage Conservation Center (abbreviated BPCB) is an executive unit of the Indonesian education and cultural ministry that located in the region. In East Java, this institution has a library and the museum. Management concerns and practices of BPCB is carrying out the preservation of cultural identity through cultural communication of information and knowledge about the local genius as a basis for the development of capital obtained from and for the community. There are conflict of interest between BPCB [touriste area/preservation] dan trowulan society [economics/livehoods against the government policy that sets city trowulan as a national heritage area. This paper tries to find out how BPCB East Java developed cultural communication through the elaboration framework of social capital. The authors search for the data through internship, websites, observation and interviews some employees at BPCB in April 2015 regarding the development of the program. Following that, the data is classified into some categories and finally each category is discussed. This is only preliminary research, and there were still many areas that need to be covered. For further research, improvisation cooperation with the humanist needs to discover and gain in-depth.

Keywords: Cultural Awareness; Social Capital; Traditional Knowledge; Oral History; Library and Museum; City Branding; Indonesia.

iafor

The International Academic Forum
www.iafor.org

Introduction

Archaeological Heritage Conservation Center (abbreviated BPCB) is an executive unit of the Indonesian education and cultural ministry, in charge of cultural heritage preservation in the East Java province. East Java province consists of 38 districts and cities with an area of 47 922 km^2. BPCB held several functions, i.e.: (1) the rescue and protection executive of cultural heritage; (2) the zoning executive of cultural heritage; (3) the executive of cultural heritage maintenance and restoration; (4) the executive of cultural heritage development; (5) the executive of cultural heritage utilization; (6) the executive of cultural heritage documentation and publication; (7) the executive of partnership in the field of cultural heritage preservation; (8) facilitating the preservation and development of technical personnel in the field of cultural heritage preservation; (9) the executive of BPCB 's administrative affairs.

In 2013, Trowulan designated as national heritage area by the Pronouncement Education and Cultural Minister No. 260 / M / 2013 on the Establishment of Geographic Space Unit Trowulan As Cultural reserve National dated December 30, 2013. Trowulan as a national heritage area rankings includes 49 villages.

In the media monitoring, as reported by Ishomudin in Tempo (2014), one of the team of experts of national cultural heritage namely Mundardjito argue that any futher development in Trowulan should based on insightful preservation. Between the interest of historical evidence preservation and the industry must be balanced.

In media monitoring, as reported by Ishomudin in Tempo (2014) A number of residents Mojokerto namely Forum Jobs criticized the Trowulan establishment as a national heritage area. The Chairman of the Forum Employment namely Mulyadi, expressed anxiety that trowulan as national cultural heritage area will narrow the space for investors. In fact, the numbers of people who pass school and ready to work in Mojokerto still growing. Basically they support the government pronouncement without prejudice to the economic investment interests. They assumed that trowulan designation as a heritage area is not necessary because the preservation of sites so far is not optimal and does not impactfull on the economy of society. The head of BPCB namely Aris Soviyani hopes the society are not wrong to interpret the status and legal consequences on Trowulan as national heritage area. Industries that already exist can not be dismantled. In further development, any activities that take advantage of trowulan area needs to be studied first.

There are conflict of interest between BPCB [touriste area/preservation] dan trowulan society [economics/livehoods]. Management concerns and practices of BPCB is carrying out the preservation of cultural identity through cultural communication of information and knowledge about the local genius as a basis for the development of capital obtained from and for the community.

This paper tries to find out how BPCB East Java develop cultural communication through the elaboration framework of social capital. The authors search for the data through the internship, websites, observation and interviews some employees at BPCB in April 2015 regarding the development of the program. Following that, the data is classified into some categories and finally each category is discussed.

Social Capital: Identifying Self and Measuring Cultural Awareness.

Mojokerto is a district in the province of East Java - Indonesia. Historically, this region was the capital of Majapahit, so it is not surprising that until now there are still many relics of the kingdom of Majapahit either in the form of a place [i.e. Segaran pond, temple, traditional houses, wells] and also the artwork [i.e. teracotta, coins, etc]. Expertise in making artwor from clay, stone and brass inherited across generations [indigeneous knowledge] and become the people's livelihood in the village Bejijong Mojokerto. There are also brass artwork that mostly sold to European countries. This village is well known as an expert make a duplicate statue.

Hilda (1997:32) define that terracotta does not refer to a clay process or clay body, but rather to a certain class of objects. Originally, terracotta was a latin word meaning burnt earth and was used to denote the brownish red color or fired clay. The majority of the majapahit figunes seem to have been formed by three general methods : a mix of the coil and pinch methods, with applique, carved, or incised decorations, a forming method that is sculptural; and by the employment of molds. The majapahit artists clearly had an extraordinary feeling for form and material, and consequently, forms were treated with different forming methods resulting in beautiful coordination of form and technique, whether realistic, expressive, or decorative. The clay figures of majapahit belong to a period in Indonesian History which was termed the Hindhu-Javanese period, so called because, according to older theories, this was the period which the indigeneous culture adapted the hindu Buddhist religion and used selected Indian idioms for their cultural expression and religion and statecraft.

Bejijong village formerly a rural area with fertile agricultural land, and majority land are planted with rice throughout the year. The land that lack of water is usually used for making bricks or frequently go unpunished if the dry season. Currently Bejijong society no longer dependent on agriculture only, but already has a non-farm enterprises such as brass crafts, trade, labor, as well as private employees. Associated with livelihood, based on the village potential data in 2012 showed that the artisans sculpture in the second rank (26.97%), after the farmer (27.6%). The artisans sculpture is mostly men who have passed vocational school or equivalent. While those working as farm laborers are those with low education and have old age.

Based on Herath's research (2013: 21-22) noted that the statue craft business pioneered by Mbah Sabar in 1965. Initially he was accepted to work as a night watchman at the Mojokerto Museum or now called the Majapahit Information Center. Almost every day he helps someone (dutch people) who work in the museum to clean the house or complete other requirements. After a few years, mbah Sabar is often invited to Kediri because the Dutch people have additional activities that make a Buddha statue. Mbah Sabar began taught to make sculptures out of clay or terracotta, then increased from brass and bronze. In 1964, Mbah Sabar retired and began to pursue making sculptures from brass. After his statue art such as Ganesha, shywa, nandi frogs interested by local people and also foreign who traveled to Mojokerto, Mbah Sabar encourage his children and daughter to learn make sculptures. Making crafts from raw material clay or terracotta. Mbah Sabar became famous and later involves his sisters and neighbors to be taught a brass statue which is typical of Majapahit. Since then, many people seek their own Bejijong brass sculpture to be a main source of income. Now bejijong residents become famous as creative industries,

and also known as the hometown of craftsmen cast brass and bronze, as well as exclusive craft icon of Majapahit.

The education level is not the main factor determining the success of the business. Even more fundamental is the interest or aptitude and skills of a person. Along with the development of technology, most of them have been trying to follow the times. Among them use bank services to make any transactions. To promote the product, there are already using social networks like Facebook and websites. In this way many employers are not required to come to the show room or shop art-art that exist outside the region to market their products. The Bejijong brass handicrafts Orientation is export to major European markets, including Belgium, the Netherlands, Germany, and Australia. While in the domestic scale, the main market of Bejijong brass handicrafts is shop art in Bali, Jakarta, Surabaya, Yogyakarta and Solo. Business success is determined by various factors, i.e. business and labor efficiency. So that, the business owner should carefully read the situation.

A brass businessman who became informants in this research mentioned that some businessman often sell ancient crafts (such as bells, nekara, a statue of Buddha) of someone finding or derived from a mixture of raw materials in the wreckage (generally craftsmen still use junk brass as a raw material for brass levels higher than the brass bars or bullion purchased in the store). Sales of goods are secret because it includes goods ban. Similarly, the storage is also secret. This stuff is only issued if there is a buyer who really interested, even directly sold to Bali because the goods are expensive up to tens of million dollars. Generally, the buyer is western people and have subscriptions art shop in Bali. In 2004 discovered a small Buddha statue that turned out of bronze and gold. The findings are not melted, but directly sold to Bali and bought the Singapore worth USD 60,000,000, -. The findings in the form of a bell that weighs more than 1 quintal also ever happened and offered to the lovers of antique or old-fashioned god.

The employment relationship analysist between the employer brass handicraft businesses with employees, and the relationship between workers:
(1) The employer relationship with the workers. Generally Bejijong brass handicrafts in a household business, not a legal entity, and managed by a member or head of the family. The labor involved is generally neighbors and / still have family ties. The workers generally work in private homes, so that the work can easily controlled.
(2) the employment relationship between worker. Hired labor do the work at home. In contrast, the daily labor meet everyday, communicate, so they has more intimate relationship. Helping relationship appears stronger in working and solving personal problems.

Bali bomb tragedy in 2002 have an impacts on the lack of foreign tourists who visited Bali because of fear. This impact is also felt by craftsmen brass in Bejijong which supplies their products to bali. Many craftsmen out of business because of bali reduced the orders, even stopped. Under the confusion conditions, brass craftsmen strive to create new businesses, they makes accessories from manic-glass beads, such as bracelets, necklaces, and key chains. Beads are still combined with the head of Buddha as Majapahit characteristic. The order get increase until hundreds of millions dollars per month.

In 2008 turnover decreased due to china products precent that more attractive and cheaper price. Employers beads are still trying to keeptheir existence by developing new accessories creations at affordable prices, open gallery, receive orders from other areas (such as Sumatra and Borneo) although in a few number, as well as seeking market network, cooperation with other institutions such as the archaeological museum cooperation and maha monastery.

Previously, beads have a function and meaning to reject the disaster, cure diseases, immunity, and the symbol of social and economic status. Thus, there is still, as in Borneo - South Kalimantan make up the beads as a complement to traditional clothing in a traditional ceremony to avert calamity. While in Bejijong, beads function is as accessories that have aesthetic value, so just to beautify something goods and clothing. A set of practices and beliefs is traditional knowledge that provides cultural identity of the community. "Traditional knowledge Refers to the knowledge, innovations and practices of indigenous and local communities around the world. Developed from experience gained over the Centuries and adapted to the local culture and environment, traditional knowledge is transmitted from generation to generation Orally. It tends to be Collectively owned and takes the form of stories, songs, folklore, Proverbs, cultural values, beliefs, rituals, community laws, local language, and agricultural practices, Including the development of plant species and animal breeds. Traditional knowledge is mainly of a practical nature, par- ticularly in such fields as agriculture, fisheries, health, horticulture, and forestry. "(Convention on Biological Diversity, 2006: np)

Transmission of knowledge in the industry brass statues and beads Bejijong mostly do by oral tradition, such as :
1. Transmitt directly to a person. Usually do on people who are involved in the creative industries, such as family, neighbors and / employee as word of mouth. Practice is done so as not to forget. Industry players are considered as stakeholders do preservation of knowledge with a speaker in various seminars, including the Department of Labor office organized local public participants, men and / women who do not have jobs, clubs PKK, until the employee group hall heritage conservation archaeological and youth who come to the location of domestic industry to seek knowledge.
2. Read the related books. Many books are available in the bookstores, but it is difficult to understand without practice that requiring fees and concentration. The innovation and creation development of new knowledge is needed tutorial for the sake of sustainability knowledge and skills.
Oral History Association (2014) explain that Oral History is a field of study and the methods for obtaining, preserving and interpreting the sound as well as the memory of a person-community-and participants in the events of the past. Includes the tradition of oral testimonies that reveal the past. Oral tradition can be viewed from two aspects : the process and product. As a product, the oral tradition is an oral message from the previous generation. Oral tradition as the process is in the form of inheritance message through word of mouth the whole time until the message was lost

Belong to cultural awareness, knowledge transmission by word of mouth has the risk of lost along with speakers, so that the required effort to capturing of tacit knowledge into explicit form, for example with interview. The closeness of personal relationships with communities provide ease process of cultural transmission from the predecessor

psychologically, as identified from several result studies. Tacit knowledge is an asset that requires sensitivity from stakeholders in the field of historical preservation. BPCB, primarily librarians in charge of managing assets in the form of written history need to develop an oral history understanding and make a research map of indigeneous knowledge as consideration of regional development.

Another obstacle in the preservation of oral history in terms of direct communication are : lack of awareness of the elder's about the merits of knowledge transfer in preserving the oral tradition; Lack of public awareness about the importance of oral tradition, so the oral tradition is Considered as something archaic and unnecessary to sustained, moreover to developed it; The government attention is still considered as half-hearted, especially the oral tradition. So it takes the support role of community (such as indigenous speakers) to pass on the tradition to the next generation (word of mouth), especially the younger generation to think positively toward their traditions ownership as cultural source

Conflict of Interest: Anomaly or intellectual or Greed?

There are conflict of interest between the BPCB [touriste area / preservation] and Trowulan society [economics / livehoods] like brick industry, laborers, skippper and owner of the brick fields itself. The diggers looking for matrial to the make bricks while finding artifatcs as a bonus. They usually sell Reviews These artefacts with a starting price of hudrends thousand dollars.

Rural people ever found a valuable artefacts The police then heard, come and bring them to the police station to investigate, The rural people feel reluctant to deal with police, and they didn't get any rewards to pay their efforts for artefacts finding.
Red cement indutry the manufacture of terracotta, and gold mining is still done because the rural people in trowulan do not have any other skills. The brick industrial activities are still going. There is no common fair ground and appropriate for their interests, either for interest in economics, and the field of cultural heritage preservation.

A constraints experienced by BPCB is no budget for land acquisition, the lack of regulation of cultural heritage district. Zoning boundaries of cultural heritage protection consists of 3 zoning. It is core zone, buffer zone, and zone development. On the other hide, the rural society in trowulan make linggan for the brick industry very close to the temple boundary wall.

The soil in trowulan have a good quality and texture, so that the bricke industrial activities growing rapidly as the customers's need. A village headman claimed as skipper brick tempel guards cocurrently in one of of the cultural heritage tourims in trowulan. Steel vactory being set up in the vicinity of cultural heritage in trowulan. But stopped because opposed to governmental regulation of zoning cultural heritage. Polemic appear and the rural society in trowulan held demonstration to reject the heritage area since because they consider that the steel vactory will create jobs. Several case above, show the lack of cultural awareness from trowulan society. belongs to the decree of education and cultural ministerial indonesia No.260/M/2013, trowulan designated as national heritage area. There is conflict of interest because trowulan can't be industrial area anymore.

Belong to the legislation act point 66 dan 67 No.11, 2010 set a prohibition against the destruction of cultural heritage. But the trowulan society don't want to know because they think it's their own land as a source of income. There are some auhorize party should aware to the ancient heritage conservation. Not only government lets say BPCB, departments of youth and sports, education and culture department in Mojokerto, department of regional development, house of representatives, rural society, industry players. Trowulan society who are members of non governmental organizations support the conservation of cultural heritage. Also without prejudice to the interest of the economic investment. BPCB need some strategy approachment to review the excavation bricks, gold, etc. Hopefully the society aware to reduce that prohibit activity and develop another potential economiec field.

The main goals of conflict is to obtain or maintain resource. This is a human traits as socia beings because need a spesific source that is materiil-jasmaniah and also spiritual –rohaniah to live decent and respectable in the community. The industry players in trowulan mantains soil and habits as a source of income. In the other hand, BPCB also want to mantains the soil as well as their organization task to preserve ancient heritage. Management of *local genius* can be a developed capital as well as the technology invention. The one is community economic development strategy in rural . Several factors that caused conflicts are: between BPCB and trowulan society has s strong reasons to believe that they can maintain the soil as capital; the perception within the opposite: this will occurs when one party was very satisfied with the position, and feel the presence of the other party to be a threat; and there is no acceptable alternative for each others because each party seeks to achieve its objectives by imposing losses on the other party. There is no alternative that makes them feel fair.

Being Happy Together : Discourse City Branding to overcome the Cultural Communication gap between BPCB and Society.

Trowulan as a heritage area have so many ancient heritage, and traditional culture from Javanese kingdom of Majapahit era that internalize into daily life of society Trowulan until this time .. That kinds of knowledge available in the explicit form, represent as a book, folders, etc that organized in the library of BPCB. It so Often Become a researcher reference from Indonesia and overseas. In the museum of BPCB, the information service present in oral form, so the tacit museum tour guide Become important factors. The risk of tacit knowledge is very large lost if there is no documentation effort. So that, the information preservation to the next generation still not Guaranted. In the other side, BPCB has no effort to preserve an oral history in the society. This can be a discourse and Also a comprehensive approach to the society for Internalization of cutural awareness.

Furthermore, conceivable branding city effort with cultural basist, to make trowulan's identity that accomodate the perception of BPCB dan trowulan society as well. Identification of cultural identity that integrated in the economic planned development will give benefit for the organization task execution of BPCB, and also trowulan society within the increases of tourism object. (city branding)

The concept of city branding does not have to wait for an economically area advanced. Each region has its economic base as a branding identity device –based regional development or the character of the area. The identity-based advantages when organized in line with the interests of the residents will open up a competitive advantage, for example Bali, the province is building a regional identity-based and social area accompanied by procedures for good governance to create a competitive advantage. City branding process associated with the formation of the city's identity that are different and directing how a city is marketed.

The concept of city branding is very suitable to be applied in Indonesia because of its rich cultural diversity and indigenous tradition. This opportunity has been strengthened with the implementation of regional decentralization, i.e. autonomous regions. Yananda (2014: 2) describes the regional autonomy provide opportunities to the area to take advantage of resources, ideas, and people to maximize development, particularly economic development. Autonomy increases the competition between the regions, so that autonomy is also demanding more innovative areas to build competitiveness.

Kenneth Boulding in the Yananda (2014: 38-39) describes the image of the place is a set of characteristics inherent to the human perspective. The image of the place is "... the sum of all characteristics that come to mind when one think the place"). Boulding image dividing point based on four components:

1. Cognitive (what is known by someone about a place)
2. affective (how someone related to a specific place)
3. evaluative (how to evaluate a person to a place or places of residence)
4. behavioral (whether one considers for immigration / work / visit / investing in a
   particular place.

Image or image is an accumulation of knowledge, experience and exposure to the object that can be a person, object, event or place. Image is closely related to the association that comes to mind about a city such as Jakarta, Yogyakarta, Surabaya, Bandung, which is different from the association of other cities such as Tokyo, Singapore, Kuala Lumpur. Yogyakarta that tend to perceived as more "peaceful" than Jakarta, where the mutual "compete". The yogyakarta resident's activity is more relaxing as city services compared with Surabaya as a trading town. Yogyakarta has similar activity to Bandung as "education city" but in contrast to the city of Bandung as "fashion". Yogyakarta as a city of "art" is equal to Ubud in different intense. Depok, Bogor more developed as "metropolitan learning", which means building a knowledge-based economy of the city because the city has the infrastructure to produce, process and disseminate knowledge [i.e. the University of Indonesia existence]. Various activities of the resident gave rate their own lifestyle.

The image of a city can arise due to many factors, like the meaning of the name and symbol that is attached to the town that is sometimes associated with the past, and also a slogan that is associated with the history of the city. Images of the city is also associated with weakness and advantages, both in terms of material and non-material. Image of the city is built by all who learn about the city, including typical products produced by a city. How a city communicates the identity as well, and how common citizens character who live in it. Input about the place gained from direct experience

and representation through a variety of media. Hollow and Hubbard in Yananda (2014: 50) explains that people understand or construct a place in their minds through three process, which planned investments such as urban planning and design, how people use certain places, and how the forms of representation such as movies, novel, painting, news and so forth. Brand city is a brand umbrella brand for other products produced by a point.

The city is part of a political and economic entity that has a relatively large stakeholders. Urban stakeholders consist of internal parties such as citizens, the private sector, and the city government. In addition there are external parties such as prospective investors, workers, tourists, provincial governments, the central government and so forth. To win attention of various parties, it needs a positive image of the city to be more taken into account in the context of competition with other cities. Positive image held a town into a kind of guarantee for businesses and investors certainty and investment development dialkukannya. And no less important is the citizens of the city are also more eager and willing to engage further in the development of the city. Somewhere must have the potential to offer, either in the form of natural resources, manufacturing, plantation pertanianm, culture, art, to humans, the Government shall have the data to support this potential.

Yananda (2014: 43) explains that the image is an association in the mind of an object that forms schemata, as a shortcut the process of information and decision-keputusa by consumers and users. When the image of a city have been formed it will be difficult to change it. Kotler and Gertner in Yananda (2014: 43) explains how to change the imageis not by erase the old image. Image change can only be done by adding a new association that is stronger and positive association that existed before.

Syssner in Yananda (2014: 82) explains there are essentially two approaches to branding the city, namely Spatial Positioning and spatial anchorage. Spatial anchorage is the use of a technique where the city brand or nodal moored at a certain point in the branded city. While spatial positioning more widely used and a relatively positioning technique confined space in relation to the wider spatial categories. Spasial broader category is called a meta-space. Examples of spatial positioning such as Solo (The Spirit of Java) that put this city on the wider landscape is the Asian continent. This technique differs from the approach taken by Surabaya (Sparkling Surabaya) and Jakarta (enjoy Jakarta).

Discourse related to city branding, BPCB need to redefine the role of libraries and museums that have been the spearhead of service in order to preserve cultural identity. Realizing the inheritance pattern limitations of tacit knowledge society, the stakeholders should be keen to identify the assets of public knowledge, and develop research mindset indigeneous knowledge due to the urgency risk of lost. The library functions should be switched from the repository into the local heritage services in order to preserve and sustainable the contents of the texts that were made in the community. Local Heritage services is a concept of services available in the library with emphasizing on the existence of texts that are owned by the public, such as oral traditions and ancient manuscripts. Librarian in this case not only acts as a "signpost" where the text is stored in the library, but more important person to knowing everything about the text. Librarians must mastering the text, in terms of history, the existence of the text, the information contained in the text, as well as other

information that comes with the appearance of text. Libraries must be aggressive in campaigning within the framework for the preservation activities of the text. the activities could be like, contest in making bibliographic descriptions of text, the contest in services about ancient texts, the art performances of oral tradition, or other activities. In addition, the most important thing in this era of information mode is to use information technology in the process of acquisition, storage, and Sharring information. The database contains about everything related to the oral tradition in Trowulan web and connect to the Internet network, will provide a greater opportunity to introduce the oral tradition. Not only to the Trowulan society but Also to the world community

Conclusion

There are conflict of interest between the BPCB [touriste area / preservation] and Trowulan society [economics / livehoods] that against the government policy that sets Trowulan as a national heritage area. On the other hand, the tradition of inheriting traditional knowledge society is still done by word of mouth that has limitations. The risk of tacit knowledge lost is very large if there is no documentation effort. So that, the information preservation to the next generation still not guaranted. Identification of cultural identity that integrated in the planned economic development will give benefit for the organization task execution of BPCB, and also trowulan society increases of tourism within the object. Management of local genius can be a developed capital as well as the technology invention. BPCB need to redefine the role of libraries and museums that have become the spearhead of the service in order to preserve cultural identity. This is only preliminary research, and there were still many areas that need to be covered. For further research, improvisation cooperation with the humanist needs to discover and gain in-depth

References

Bourdieu, Pierre. 2015. *Arena Produksi Kultural : Sebuah Kajian Sosiologi Budaya*. Yogyakarta : Kreasi Wacana

Convention on Biological Diversity. What is traditional knowledge?.Retrieved from http://www.biodiv.org/programmes/socio-eco/traditional/default.asp

Dei, G. 1993. Sustainable development in the African context: Revisiting some theoretical and methodological issues. African Development 18(2):97-110.

Herawati Isni, dan Emiliana Sadilah. 2013. *Kerajinan Tradisional*. Yogyakarta : Balai Pelestarian Nilai Budaya (BPNB)

Ishomuddin. Trowulan Jadi Kawasan Cagar Budaya Nasional. Retrieved from http://kebudayaan.kemdikbud.go.id/bpcbtrowulan/2014/05/05/sosialisasi-penetapan-kawasan-cagar-budaya-nasional-trowulan-oleh-direktorat-pelestarian-cagar-udaya-dan-permuseuman-di-museum-majapahit/. Published date : 08 Januari 2014

Ishomuddin. Kelompok Warga Tolak Kawasan Cagar Budaya Trowulan. Retireved from. http://www.tempo.co/read/news/2014/01/09/058543395/Kelompok-Warga-Tolak-Kawasan-Cagar-Budaya-Trowulan. Published date : 09 Januari 2014

Principles for Oral History and Best Practices for Oral History. Retrieved from http://www.oralhistory.org/about/principles-and-practices/.

Ritche, Donald A. Doing Oral History. Oxford University Press. 2003.

Soemantri, Hilda. 1997. *Ceramic Society of Indonesia*. Jakarta : Dian Rakyat.

Sulistyo – Basuki, Ike Iswary Lawanda, Utami B.Hariadi, Laksmi. 2006. *Perpustakaan dan Informasi dalam Konteks Budaya*. Deppok : Universitas Indonesia.

Swain, Ellen D. Oral History in the archives: Its Documentary role in the twenty-first century. The American Archivist. 66(1): 139-158. 2003.

www.oralhistory.org/about/do-oral-history/

Yananda, M.Rahmat, and Ummi Salamah. 2014. *Branding Tempat : Membangun Kota, Kabupaten, dan Provinsi Berbasis Identitas*. Jakarta : Makna Informasi.

Contact email : kartika_snlas@rocketmail.com

Rendezvous and Interaction between Singapore Malaya and Vietnam in the 19th Century - A Discussion Based on the Works by Vietnamese Ambassadors

Chai Yeun Ku, National Cheng Kung University, Taiwan

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

From the historical perspective, the development of this multicultural and multiethnic Southeast Asia (SEA) region is closely related to the European political power. In the 19th century, the SEA region became more westernized due to the European colonization, which eventually led to the declaration of independence of several countries after World War II. SEA is consisting of Cambodia, Laos, Burma, Thailand, Vietnam, Brunei Darussalam, Malaysia, Timor-Leste, Indonesia, Philippine, and Singapore regardless of the huge difference in language, culture, or political background. Indeed, the exchange of information and population plays a significant role to the overall understanding and recognition of SEA by the world. This article focuses on the writings by the Vietnamese ambassadors and Singaporean/Malayan scholars during their journey to SEA to further understand the political, social, and cultural relationships between Europe and SEA. In between 1830s and 1860s, Vietnamese ambassadors were frequently directed to every SEA country for military and trading purposes. Therefore, the writings and poems throughout their journey became some good documentaries about the local cultures, colonization, and the Chinese workers. Coincidently, the culture and living condition of the Chinese people in Vietnam were also well recorded by Chen Shen-Tang, a Singaporean/Malayan scholar who stayed in Vietnam for years, e.g. "The journey to Vietnam" which is also one of the earliest Chinese literatures written in details. These documents are not just a record of their journey. They are currently important information that reflected the society in the past from different perspective, especially on the geographical and cultural interaction between Vietnam and Singapore/Malaya.

iafor

The International Academic Forum
www.iafor.org

Vietnamese ambassadors and their SEA travel notes

The work written by the Vietnamese ambassadors including, but not limited to poems, travel notes, petitions to the emperor, and so forth. These work were not personal diary as they were completed under certain historical circumstances or served a diplomatic purpose. Although they were in the same genre, but the contents were very different due to different thoughts and backgrounds of the authors. Before we will be able to understand the work written by these Vietnamese ambassadors, a good understanding regarding the Vietnamese history of this particular time frame is recommended.

According to the Dai Nam Thuc Luc (Chronicle of Greater Vietnam, The true record of the Great South), during a war against the Tay Son army, the Nguyen emperor had sent the ambassadors to the "southern region" (Singapore, Indonesia, Gua, Malacca, and Johor) several times to purchase some munitions. After the war was over and Nguyen dynasty was established, there was approximately twenty years of gap without any evidence of Vietnamese ambassadors visiting to the southern SEA region. The travel routes to the south were then re-established started from 1823 to 1846.

It is apparent that Vietnamese government frequently sent envoys ambassador to southern SEA region during the Nguyen Dynasty (1802 - 1883). The main objectives behind it were 1) to serve as navy training, 2) to purchase goods for governmental uses, and 3) to collect diplomatic information particularly between the Europe and East Asia. Some evidence pointed that trips were also made to repatriate pirates, save the sailors or crewmembers in need, send out some scholars and/or other secondary reasons.

Every scholar has different opinions and counts regarding the trips or missions completed by these ambassadors, ranging from eighteen to thirty eight. However, it is almost conclusive that the number of trips made during that period was quite a lot. Among these trips, there was a special phenomenon where trips were made as a punishment or a challenging task appointed to the ambassadors as an expiation. In comparison to complete an expiation in the country, the treatment given to someone completing an expiation aboard on the ocean was better. Moreover, records of the visit of Vietnamese ambassadors were not available in the historical documentation

from the countries in Southern SEA region. This has also resolved the mystery of why the trips were often recorded as " a mission on the ocean" rather than " a diplomatic travel".

Although the Nguyen dynasty was worried about the increasing interests of doing business and/or spreading the Christianity by the Westerners, the government had continued to send out scholars or ambassadors as an indication of looking for a good relationship between Vietnam and the Western countries.

There is a long trading history between Nguyen dynasty with the other countries, partly because Emperor Gia Long (1802-1820) had strengthened His military dominance in Indochina, as the country development and economy were highly dependent on the international trading system. According to the analysis by Li Gui Min, the high frequency of sending out ambassadors as well as the strict management by emperor Minh Mang is highly related to its nation defense against the Western countries. It was hard for the Western businessmen to get approval for trading in Vietnam due to the tributary relationship of Vietnam and China. Indeed, Vietnam was highly influenced by the Chinese culture.

Besides, the folks were not allowed to travel to the Southern SEA region for trading purposes.   However, the situation had gradually changed after observing the trading system between Singapore and other countries in SEA. Emperor Minh Mang divided the businessmen into three categories: The Chinese, the Southeast Asian, and the Westerner. The trading ships of the Westerners could only anchored at the harbor and they were not allowed to trade with the locals. This is to reduce the Western influence to Vietnam. Under the strict rules of rejecting Westerners, it was tough to obtain western goods and hence they had to travel to Singapore, China or Japan. A report by a French ambassador Isodore Hedde had pointed out that the silk, opium, fire weapon, and tributes by India were brought back to Vietnam since the government had monopolized the trading port. Since the strict policy did not apply to the Singaporean trading ships, there was a high trading frequency between Vietnam and Singapore. The trading amount grew higher year after year and reached its climax when the French government set up a new harbor in Saigon.

The books listed below were examples written by several famous Vietnamese ambassadors in Nguyen dynasty during their visit to Southeast Asia:

1. Song Fu-wan, Yang Wen-zhu, "Xiêm-la-quôc Lô-trình Tâp-lục"(Xianluo Guo Lu Cheng Ji Lu), 1 edition was published in 1966 in Chinese by New Asia College, Hong Kong. The book was written by Song Fu-wan and Yang Wen–Shu from Nguyen dynasty during the mission to Siam, they conducted an interview with the junior officers, interpreters, sailors and etc., and recorded the water and land transportation in detail according to their own knowledge. The living situation of Siam-Chinese at that time was also well documented.

2. Ly Van Phuc, " Accounts of journey to the West", the institut d'etude han nom Hanoi, no. A243. The book recorded the voyage of Ly Van Phuc through British colonies such as Singapore, Malacca and Penang in 1830. The text was divided into fourteen categories: name, character, culture, costume, diet, writing, rituals, official functions, housing, ground transportation, currency, boats and real estate. There were also forty-eight poems written down by Ly as "Xi Xing Shi Ji".

3. Deng Wen-Qi, "Yang Xing Shi Ji", the institut d'etude han nom Hanoi, no.VHv.218.The book was not published individually, yet it was attached in his poetry "Hua Cheng Lue Ji". " Hua Cheng Lue Ji " is consisted of poems written by author during the trip to China. " Yang Xing Shi Ji " is made of ambassadors and other friends during the time to Luzon, including a lots of scenery description.

4. He Zong-Quan, "Dương Mộng Tập", the institut d'etude han nom Hanoi, no. VHv1423/A307. A poetry of author during the mission to Southeast Asia, where he passed by Singapore on his journey to Jakarta.

5. Phan Thanh Giản, "Lương Khê Thi Thảo", the institut d'etude han nom Hanoi, no.VHv.151. A collection of poems includes a copy of geographical and cultural implication chapter.

6. Phan Thanh Giản, " Tây phù nhật ký ", The institut d'etude han nom Hanoi, no.A100.In 1863, Nguyen emperor appointed Pan Qing Jane to lead a mission to France and Spain to negotiate a few contracts. " Tây phù nhật ký " is a poetry collection of his poems written along the journey. Places visited by him including Singapore and Malaysia.

7. Phan Huy Chu, "Hai trinh chi luo". A Record of author's experience to Batavia and Singapore, where the local ritual and culture were recorded in details.

8. Cao Bá Quát, "Cao Bá Quát thi tập" and "Vọng dương tập". Cao Bá Quát was famous for his poems. There were over hundreds of poems written down in his journey to the Southern SEA area in his "Cao Bá Quát thi tập". On the other hand, "Vọng dương tập" consisted of 50 poems while some among these poems were overlapped with poems in "Cao Bá Quát thi tập".

The ambassadors seemed to enjoy sharing their experiences in a poetry way. Besides the books listed above, Dai Nam Thuc Luc (Chronicle of Greater Vietnam) and travel notes such as "Tây hành kiến văn kỷ lược" were not frequently seen. Due to the limitation such as sickness or valuable gift, poem was considered as a traditional habit practiced by these ambassadors to improve their relationship with their friends in the foreign land. Since the Vietnamese was highly influence by the Chinese and hence the type of rhymes used in poems were similar, yet unique. The article will not discuss the poems in details, because what is more important is the understanding about the stories behind the presence of the Vietnamese ambassadors.

Examples about the Singaporean and Malaysian culture by the ambassadors from Nguyen Dynasty

"Hai trinh chi luo" by Phan Huy Chu, "Dương Mộng Tập" by He Zong-Quan, and "Chu Thần Thi Tập" by Cao Bá Quát are more significant and therefore analyzed in details.

1. "Hai trinh chi luo" by Phan Huy Chu

Phan Huy Chu (1782-1840) was a famous scholar and administrator in Nguyen dynasty. In year 1831, Phan and a group of officials was appointed by the emperor Minh Mang to purchase books and paintings in order to better understand the Qing dynasty. They failed to accomplish the command and overspent on personal items. Phan, as the second leader of that trip was cashiered together with the ambassador. In the following year, the convicted Phan was given a chance to lead a group of officials to Batavia (Jakarta), and hence the "Hai Trinh Chi Luo" was written during his journey to Jakarta and Singapore. The content was very valuable as it described the changes done by western colonization in both places.

According to his book, Batavia and Singapore were originally belonged to Javanese. The local governments were not pleased with the colonization system yet nothing could be done. The Singapore in his writing was a busy harbor managed by the British. His description about the Westerners (British and Dutch) had clearly indicated that he discriminated the westerners and felt closer to the locals who looked more familiar to the Vietnamese. Besides the unusual outfit, ambassadors seemed to think that the Westerners were more impolite and scary looking. However, he did not deny the fact that Singapore was well developed compare to Batavia.

The dietary habit of Westerners was also well described. Phan realized that the westerners enjoyed gathering, did not use chopstick, preferred sugary foods, cold foods, and meats. Meanwhile the locals enjoyed eating pinang (areca nuts), and consumed more oat then rice. It was likely duet to the inhibition of rice export by the Minh Mang dynasty. As expected, the trading ships traveled to Singapore sometimes committed to rice smuggling. Therefore, the ambassador was also responsible to examine the trading ship and reduce rice smuggling.

Phan recorded that Singapore was more developed compared to Batavia, as evidenced by larger numbers of trading ships, population, and houses. On the other hand, the houses of the Dutch were also beautifully designed, but they do not have book collection. Indeed, opium houses, and opera houses were often seen in where the Chinese resided. Phan believed that this was the down side of Western colonization although he agreed to the manner simplicity practiced by the Westerners.

2. Dương Mộng Tập" by He Zong-Quan

According to "Quốc-Sử Di-Biên", He Zong Quan married to a daughter from a wealthy family. His first wife was very jealous and had offended some officials due to this matter. He was then removed from his position by the government and was appointed to travel oversea. He enjoyed reading Buddhism books and Chinese classical books, and hence he described his journey as a dream happened on the ocean. Therefore a lot of the terms used in his "Dương Mộng Tập" were related to ocean.

It is easy to observed an unhappy He in his "Dương Mộng Tập". Writing poems seemed to be his best way expressing his sadness. He was not familiar with sailing, and hence he wondered if he could survive through the journey. Moreover, he was

homesick and anxious about the geographical difficulty in the new places. All these negative feelings were reflected in his poems.

He was not interested in the development of Singapore and Malaysia or the influence by the Western colonization. His observation was quite similar compared to Phan. Both of them believed the locals were not happy with the Westerners, yet they could not do more to overturn the situation.

In summary, He's "Dương Mộng Tập" was a good reference for the Vietnamese poets about the experiences on the sea. However, this book was only a book where the author expressed his feeling, it does not contain any politic, diplomatic or economic information.

3. "Chu Thần Thi Tập" by Cao Bá Quát

Cao is a famous poet and Confucianist from the Nguyen dynasty. When he worked as one of the primary examiners in the Thua Thien Examination Compound, he realized the use of some words in the answer sheet of the examinees, which had been prohibited from using by the folks. To protect the examinees from troubles, he changed the words in the answer sheet. Unfortunately, his kind action was disclosed and he was put into jailed for 3 years. After released from the jail, he was appointed to a trip as expiation. During his journey, he recognized the weakness of his mother country after seeing the competition among the western countries in SEA region. He believed the Confucianism was out of date and hence lost the confidence in his mother country.

The trip down to Southern SEA region was an opportunity for Cao. Since he is a poet, he managed to know more friends through his poems. For example, there were five or six poems (out of ten) was about a Chinese man, Huang Lian Fang, who is a businessman stayed in Singapore. Making friends in Singapore or Jakarta had been beneficial as the cheerful Cao got to understand the local culture, the power of Western colonization, and the trading system.

Cao preferred travel to observing the Westerners. Compare to the other ambassadors, Cao was more rational and optimistic. To compare to the previous two samples, which had described the westerner negatively, Cao's writing was quite different, as he

is better in sensing the abnormality of a situation, such as the western political power, and the difference between the two different cultures.

As we can see, the main reasons of their trip were not recorded in their writing. Nonetheless, we can figure out by studying the books or poems writing by those ambassadors. In addition, religious activities were not mention in the work either. It is probably because the emperor did not allow the Christianity.

The Singaporean/Malayan Chinese scholar and their visit to Vietnam

Chen Shen-Tang, a Singaporean/Malayan scholar and his work, "The journey to Vietnam". A journey to Vietnam was first released in June 24th 1888, based on the observations and record during Chen's first visit to Vietnam. Chen was a frequent traveler and his work was considered precious and invaluable. Chen started his first journey from Singapore to Vietnam by steamship on April 19th 1888 (Chinese calendar: 9th of the third month), and arrived in Saigon 3 days later. He spent two hours on the immigration and baggage checking upon arrival but it was not completed the same day. He spent another 3 hours at the baggage checkpoint the next day and finally completed the arrival process. He expressed his disappointment in his book regarding this matter. He then visited to the biggest Chinese residential area and observed the local Chinese culture and marketing system.

It was the time where pandemic was occurring, the French government therefore allowed the use of firecrackers and cultural praying. This regulation created a scene similar to Chinese New Year celebration. Chen mentioned that the easiest way to differentiate the Vietnamese and Chinese was to look at their appearance. The Vietnamese (both male and female) were not half bold like the Chinese; they wore long dresses, walked with bare feet, and involved in agriculture work. The Chinese, on the other hand, had monopolized the business market. Among them, 70% were the Cantonese and 30% were the Hokkiens. The French stayed in Saigon and rarely presented at the business places. Chen also discovered around 20-30 Singaporean and Malayan Chinese resided in Saigon, as well as a rice factory, which belonged to the biggest rice supplier in Singapore – Zhen Cheng Corporation. There was also a street named as "Fujian street" not too far away from the Chinatown. This was where the Singaporean/Malayan Chinese stayed. Chen had described his half a month stay in Vietnam in details, included his experiences to the theater, local currency, funeral,

transportation, marketing and trading system. He also compared the pros and cons of British and French colonization. He concluded that British did a better job in ruling and educating the locals while the French was stricter and less forgiving.

In 1893, Chen visited to Vietnam for the second time. After this particular trip, he wrote a book named " re-visit to Vietnam" to criticize the French government who had treated the locals badly. He expressed his disappointment regarding the Chinese in Vietnam because they didn't lend a helping hand to the poor. He was also surprised with the excellent work done by the French in making the road, which is contradict to the strict and inhuman rules by the French. Chen's third visit to Vietnam was a favor requested by his brother in laws, Hong Zhao Yuan. In his third visit, he stayed in Vietnam for five years while managing Hong's properties.

Besides Chen, there was also another Singaporean Chinese Li Qing Hui (1830-1896) who had published his travel notes " Journey to the East". He was the son in laws of famous Chinese businessman, Chen Jin Sheng. Indeed, both families were considered famous in Singapore and Malaysia due to their leadership in business. Li traveled to Shanghai in 1888 and visited to Saigon for a short period.

"Wang An Nan Riji: A visit of a Hokkien literatus to Saison" in 1890 was an article written by Claudine Salmon and Tạ Trọng Hiệp. The author of Wang An Nan Riji, Tan Siu Eng, was originated from Xiamen Gulang Yu and resided in Batavia. Tan visited to Indochina in 1890 to assist the Dutch Sinologist Willem Pieter Groenevelt who investigated the opium monopolization. The article compared the French colonial system to the British colonial system in Singapore. Unlike "The journey to Vietnam" by Chen Shen-Tang, it is a hand written copy that was not publishes until 1987, where it appeared in the collection in Han-Nôm Library at Leiden University.

Conclusion

The Western colonists wrote the works mentioned above during the ruling of SEA. Several reasons why the people had traveled abroad include searching for a better living, official reasons and/or ambassadorial visits. They had recorded down their observations and views throughout the journeys. The work by Singaporean scholars about their journey to Vietnam had a time distance of almost half a century compares

to the work written by the Vietnamese ambassadors who traveled around SEA. However, majority of the work by Singaporean scholars were due to personal interest and were not requested by the government. Hence, their work focused more on their leisure time, description about the geography, the local flora and fauna, local culture, and historical monuments; especially the living of Chinese in the French colonized Indochina. Navigation in the past was technically limited; Vietnam was therefore restricted to have dealings with other SEA countries. Their voyage cross the South China Sea started because of the interest of local rulers about the regulation of other westerner colonist in each SEA country. This has also explained why the work written by Vietnamese ambassadors had a focus on politic, economy and society development. Although difficulties were here, the work mentioned above in this article is still some helpful information to give the reader a big picture about the shaping of SEA countries.
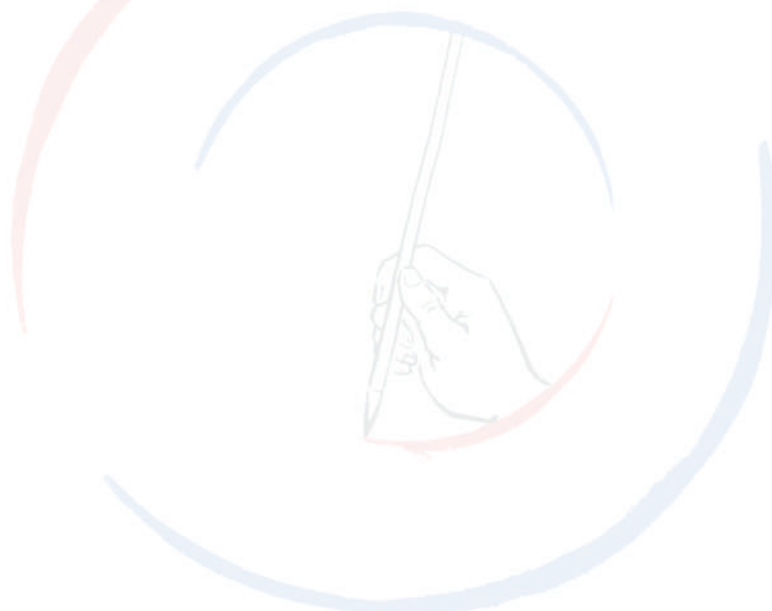
References

Chen Ching-ho (1994). Les « missions officielles dans les Hạ châu » ou « Contrées méridionales» de la première période des Nguyễn.*Bulletin de l'Ecole française d'Extrême-Orient*, 81, 101-124.

Chen Yi-yuan (2011). *Yue Nan Han Ji Wen Xian Xu Lun* (Research On Vietnamese Chinese Literature). Beijing: Chung Hwa Bookstore.

Claudine Salmon & Tạ Trọng Hiệp (2011). WangAnnan riji:
A Hokkien Literatus Visits Saigon (1890). *Chinese Southern Diaspora Studies*, 5,74-93.

Danny Wong Tze-ken (2002). Vietnam and insular Southeast Asia, a limited relations: Two views of the straits settlements from Tay Hanh Kien Van Ki Luoc and Hai Trinh Chi Luoc (西行見聞紀略 Accounts of journey to the West and 海程志略 Records of maritime route). In Daniel Perret and Harris Iskander (Eds.), *25 Tahun Kerjasama Pusat Penelitian Arkeologi dan École Française d'Extrême- Orient: Dimensi Budaya dalam Membangun Persatuan Bangsa- bangsa di Asia Tenggara* (25 years of cooperation between Archaeological Research Centre and EFEO: Cultural dimensions in developing association of nations of Southeast Asia), (pp.249–271). Jakarta: Pusat Arkeologi Indonesia and École Française d'Extrême-Orient.

Ismail Hussein, P. B. Lafont, & Po Dharma (1995). *Dunia Melayu dan Dunia Indocina* (The Malay world and the Indochina world). Kuala Lumpur: Dewan Bahasa & Pustaka.

Li Gui-min (2013). *Navy and Foreign Trade Policy of Minh-Mang Reign (1820-1840) of Vietnam Nguyen Dynasty*. Tainan: National Cheng Kung University.

Phan Huy Le, Claudine Salmon & Ta Trong Hiep(1994). *Phan Huy Chu Hai trinh chi luoc: Mot su gia Viet Nam tham Batavia*. Paris: Association Archipel.

Wong Lin-ken (2003). *The trade of Singapore, 1819-69*. Kuala Lumpur: Malaysian Branch of the Royal Asiatic Society.

Ye Zhong-ling (1994). *Chen Sing Tang Wen Ji* (Collected works of Chen Sing Tang). Singapore: Society of Asian Studies.

Yu Xiang-dong(2008). *Gu Dai Yue Nan de Hai Yang Yi Shi* (Vietnam's ancient maritime awareness). Xia Men: Xia Men University.

Consumerism and Possibility of an Authentic Self in Murakami Haruki's Hard Boiled Wonderland and the End of the World

Burcu Genc, University of Tokyo, Japan

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract
With a reference to Jean Baudrillard's theory of consumerism embedded in his scrutiny of power, this paper investigates the possibilities of an authentic self in Haruki Murakami's *Hard Boiled Wonderland and the End of the World* within the context of Japanese consumerism in 1970s and early 1980s. By alluding to the Baudrillardian discourse, I argue that the protagonist's choice to abandon his shadow at the very end of the novel is closely linked with his attempt to find an authentic self: in other words, an attempt to liberate himself from the power consumerism exerts on him.
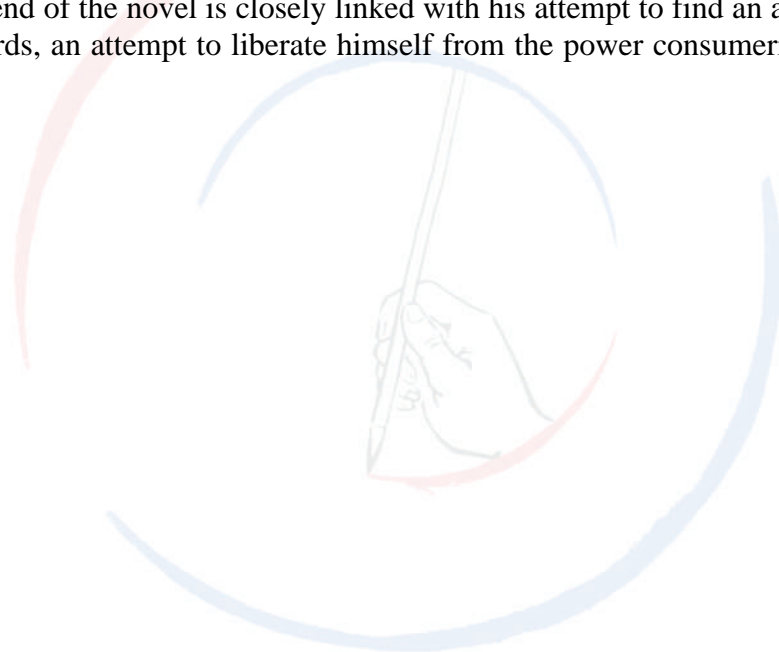
iafor
The International Academic Forum
www.iafor.org

'Consumerism' is a relatively recent term coined at the beginning of the 20th century. The earliest definition provided in OED is "interests of consumers". However, this study avails itself of the contemporary definition formulated in the second half of the century:

"(excessive) preoccupation with the acquisition of consumer goods", as OED defines. Despite its contemporariness, the desire to attain consumer goods, particularly luxury goods, pre-exists the term itself. For instance, the fourth chapter of *Theory of Leisure Class* written in the 19th century by Thorstein Veblen (1992) describes consumption as the acquisition of luxury goods to gain prestige:

"the utility of consumption as an evidence of wealth is to be classed as a derivative growth. It is an adaption to a new end, by a selective process, of a distinction previously existing and well established in men's habits of thought"(p. 1). Evidently, Veblen's definition of 'consumption' primarily pursues a conscious purchase process in order for individuals to fashion themselves in a certain way in their societies. Since consumption is as a result of consumer's careful choice regarding his/her appearances and social relations, it is also simultaneously grounded on the determinate conditions regulating the individual's position in the social hierarchy:

in other words, the antagonism of the elite, middle and working classes. Yet, contemporary 'consumerism' or acquisition of consumer goods entails broader connotations as in Jean Baudrillard's exhaustive work, *The Consumer Society:*

Myths and Structures. In its introduction, George Ritzer (1998) highlights two crucial differences:

first is Baudrillard's rejection of Veblen's concern with imitation and prestige as a conscious social process. "Instead, Baudrillard argues for the study of the signs, structural relations, the code and, more generally, unconscious social logic" (Ritzer, 1998, p. 6). Second, "Baudrillard seeks to extend consumption from goods not only to services, but to virtually everything else" (Ritzer, 1998, p. 15), including technology, arts and aesthetics, leisure, and history etc. In this larger scene, he explores how consumer objects and their signification processes form our daily life, and in the long run the self.

Baudrillard (1998), who defines consumption not as "… individual function of interest across a corpus of objects … but the immediately social function of exchange, of communication, of distribution of values across a corpus of signs" (p. 78) in *The Consumer Society:*

Myths and Structures, thus separates himself from the 19th century discourse of consumption. Rather, he seems to derive his definition of consumption from his examination of Foucault's description of power as a non-representational entity:

"… power is not an institution, and not a structure; neither is it a certain strength that we are endowed with; it is the name that one attributes to a complex strategical situation in a particular society" (Foucault, 1990, p. 93).

Although Baudrillard's non-representational definition of consumption seems to be closely associated with Foucault's interpretation of power, two distinctively crucial aspects nourish his examination of consumerism implanted in his understanding of power. First, Foucauldian discourse does not dismiss the determinate conditions or antagonistic forces such as production and consumption, terrorist and hostage, or the wealthy and the poor and so on. Foucault considers such determinate conditions existing on the level of the real. Under these determinate conditions, resistance, he explains, is equally achievable with a meticulous scheme:

"… as soon as there is a power relation, there is a possibility of resistance. We can never be ensnared by power

we can always modify its grip in determinate conditions and according to a precise strategy" (Foucault, 1988, p. 123). Baudrillard (2012), quiet the contrary, claims that antagonistic forces or determinate conditions are nullified within a vicious cycle of signification in *Symbolic Exchange and Death*

there is still an illusion in thinking that the capitalist system, at a certain threshold of increased reproduction, passes irreversibly from a strategy of shortage to a strategy of abundance. The current crisis proves that this strategy is reversible. The illusion still comes from a naïve faith in a *reality* of shortage or a *reality* of abundance, and therefore from the illusion of a real opposition between these two terms. (p. 33)

Second, highly pertinent to reversibility of the antagonistic forces, Baudrillard (2012) observes a discontinuity concerning the political economy and referential reason between the period before and after the Second World War. For instance, he assesses the 1929 crisis, "… resolved by regulating demand in an endless exchange of finalities between production and consumption" (p. 33) as a real one resulting from social limitations of consumption. Conversely, the preventative action against a possible shortage, he asserts, precedes the real one today. More precisely, reversible shortage and abundance, under an illusionary antagonism, duplicates society in a Marxist model "… in order the better to mask the system's real law and the possibility of its symbolic destruction" (Baudrillard, 2012, p. 31). Therefore, in a society circumscribed by such a mask, "… social function and social organization far surpass individuals and impose themselves upon them by way of an unconscious social constraint …" (Baudrillard, 1998, p. 78).

Baudrillardian consumerism, as such expounded above, can be regarded as relevant to analyse Murakami's works. This relevance has already been pointed out by a prominent Murakami critic, Matthew Strecher in *Dances with the Sheep:*

The Quest for Identiy in the Works of Murakami Haruki (2002) and *The Forbidden Worlds of Murakami Haruki* (2014). Yet, it is Michael Seats (2006), who elucidates on the pertinence between Murakami and Baudrillard in greater detail in *Murakami Haruki:*

The Simulacrum in Contemporary Japanese Society. In addition, as much as it is possible to detect evidence among the Western critics of Murakami, independent Japanese scholar Chiyoko Kawakami (2002) frequently refers to Baudrillard in her article titled, "The Unfinished Cartography:

Murakami Haruki and the Postmodern Cognitive Map". These three critics seem to be of the same opinion regarding how the protagonist is usually gripped by a series of events and finds himself in the middle of a journey. More crucially, they ultimately interpret this journey as a self-odyssey in association with their particular analysis of Baudrillardian discourse. As a matter of fact, quintessentially Harukist protagonists not so infrequently find themselves involved in a quest such as a search for a sheep or Toru Okuda's struggle to get his wife back as in *A Wild Sheep Chase* (2000) and *The Wind-Up Bird Chronicle* (1999) respectively. And such long yet eventful expeditions, ushered in as a result of a solid and concrete objective, equally manifest themselves to be a self-odyssey, in which the protagonist is embroiled in a struggle regarding the self as against the social norms shaped by consumerist policies and ideologies of the political economy.

Similarly, *Hard Boiled Wonderland and the End of the World,* one of Murakami's early works, can be interpreted as a self-odyssey. As the title suggests, it has two distinct storylines:

one is the hard-boiled land set in a futuristic urban Tokyo converted into a centre of high information technology. In this high-tech urban setting there are workers called 'calcutecs' serving a quasi-governmental institution named 'the System' by processing and encrypting data through their subconscious. The narrator is a certain nameless 'calcutec' only known by his profession and consumption habits. The narrator, as a result of an experiment carried out on him, finds himself in a convoluted state of affairs, which pave the way for his self-odyssey. The second narrative is the end of the world or the Town as frequently referred by its inhabitants. Impenetrable walls surround the Town and inhabitants have to leave their shadows behind upon entering. The life is contrarily idyllic and its inhabitants perform jobs that do not really require any high technology. In this storyline, the narrator's self-odyssey continues and as a dream-reader, he tries to make sense of the Town in order to understand significance of his existence in this place.

The nameless narrator of the hard-boiled, in line with the above-mentioned Baudrillardian discourse and the consumer habits of 1970s and early 1980s in Japan, can be regarded as a typical consumer, only known through his profession and consumption habits. He serves to the system both through his labour and seemingly non-labour activities. Any system such as political economy or arts, Baudrillard underlines, is deprived of antagonistic forces cancelling one another. Likewise, non-labour time also does not manifest itself as an opposition to the labour time. Rather, it establishes itself as the allotted span bought through one's wage and the individual is

"… given a wage, not in exchange for labour, but so that you spend it, which is itself another kind of labour" (Baudrillard, 2012, p. 41). Thus, so long as "

…the system is charged with neutralising the symbolic retaliation *by buying it back through wages*" (Baudrillard, 2012, p. 41), its domination over the individual never ceases to be. By resembling his each ordinary day out to that of "a squirrel in November, with mounds of little things" (Murakami, 2003, p. 71), the narrator of the hard-boiled land reveals himself as a good exemplary of such domination:

At eleven o'clock, I left the apartment, headed for the supermarket near the station,

stopping next at the liquor store for some red wine, soda water, and orange juice . . . Then to the bookshop for two magazines, the electrical goods store for light bulbs and cassette tapes, the photo store for a pack of Polaroid film. Last, it was the record shop, where I picked out few disks. By now, the whole back seat of my tiny coupé was taken up with shopping bags. (Murakami, 2003, p. 71)

The narrator's depiction of his daily shopping experience might at first seem as indiscriminate choices. However, when his justification of buying a car is taken into account together with his postulate about the sofa in the old man's room, it also becomes palpable to what extent his consumption habits are in line with two significant concepts shaping the advertisements and shopping habits of consumers in the post-war miracle years:

rationalisation and status of life style. Regarding the topic, " . . . in the post-war and miracle years the purchase of new goods – a large proportion of them electrical consumer durables – could be based on their functionality and 'rationality', [and] by the 1980s Western-style furnishings had become more a matter of status and lifestyle choice", Penelope Francks (2009) writes in "New Tribes and Nostalgia:

Consumption in the Late Twentieth Century and Beyond" (p. 201).

The narrator, as a typical consumer of his day as portrayed by Francks, seems to be balancing these two concepts, rationalisation of goods and goods as a sign of status and life style. This born shopper chooses his car on its functionality:

"I only wanted a car for shopping" (Murakami, 2003, p. 72). Although the functionality is ironically grounded on a justification for his excessive shopping – a sort of rationalisation open to discussion, a car certainly makes shopping easier. As much as he rationalises his consumption habits, the narrator equally finds evidence of life style philosophy essential:

"Procuring a good sofa … requires style and experience and philosophy. It takes money, yes, but you also need a vision of the superior sofa. That sofa among sofas" (Murakami, 2003, p. 45). Therefore, when Junior and the Big Boy smash everything in his 'cosy and tasteful' house, the scene yields to the example of the Kwakiutl's potlatch, "competitive destruction of precious goods which sets the seal on social organization" (Baudrillard, 1998, p. 43). This is because, as Baudrillard claims, the value of objects in consumer societies lies in their destruction as much as it does in their accumulation. The destruction and accumulation of objects are of an indistinguishable effect, prompting the very same consequence – that is to say, "'tell me what you throw away and I'll tell you who you are'" (Baudrillard, 1998, p. 42). Correspondingly, the calcutec revels in how his apartment, a symbol of his life style and status, is being destructed:

"Big Boy was bringing *a new meaning* to the word destruction in *my cozy, tasteful apartment* (my emphasis). I pulled another can of beer out of the refrigerator and sat back to watch the fireworks" (Murakami, 2003, p. 142).

As much as the narrator is under the sway of the system as a typical consumer, he is equally controlled by the same system as a labour force. This is because, as

Baudrillard (2012) puts it, "a man must die to become labour power. He converts this death into a wage. But the economic violence capital inflicted on him in the equivalence of the wage and labour power is nothing next to the symbolic violence inflicted on him by his definition as a productive force" (p. 39). In other words, the system robs the individual of any other value and reduces him/her only to productive force while the difference between his labour and non-labour activities are concurrently being negated. In similar fashion, the narrator as a calcutec, although he can gain access to wide range of information, is only permitted to receive and decode it in line with the System's needs and purposes.

Moreover, depending on the type of data encryption, he can even be driven into the position of a mere container as in the case of 'shuffling'. He describes it as "… nothing I can pride myself on. I am merely a vessel to be used. My consciousness is borrowed and something is processed while I'm unaware. I hardly feel I can be a called a Calcutec when it comes to shuffling" (Murakami, 2003, p. 115). Thus, it would not be an exaggeration to say that the narrator can claim his labour, whose productive results are denied to him, only through his wage and consumption habits. Moreover, the fact that he "can only follow the prescribed order of business" and "despite the meddling and raised eyebrows at the System", the narrator knows "no line of work that allows the individual as much freedom to exercise his abilities as being a Calcutec" (Murakami, 2003, p. 115). While this further demonstrates the impossibility of an authentic self in the hard-boiled land, the narrator's physical death, as a result of an experiment carried out on him, ironically highlights him more as a dead labour, from which he is alienated.

The Town, where power of consumerism is also superimposed on the narrator, can equally be accounted an aspect of 1970s and early 1980s consumer culture, particularly in connection with the Japan railways 'Discover Japan' project. In her thorough article, "Formations of Mass Culture", Marilyn Ivy (1993) expounds on 'Discover Japan', an outcome of concentration on nature and self-reflection after Nixon and oil shock exposing the fragility of Japanese economy, as the most extensive project in Japanese history. The most significant result, according to Ivy, was that such a large-scale project "reorganized the entire cultural topography of Japan according to a continuum of "tradition" and "modernity"" (p. 252). The outcomes of the project are very crucial because its launch coincides with the Nixon and oil shock, a period that indicated a possible shortage after the affluence of post-war miracle years. From the Baudrillardian point of view, such simultaneity is closely linked with a need of shortages as a result of mythic accumulation of production and labour:

"Capital, to avoid the risk of bursting from these liquefied values, thus becomes nostalgic" (Baudrillard, 2012, p. 32) In other words, it seems that a turn towards nature as a result of excessive accumulation of wealth and production became necessary to reverse the possible negative effects of this excess after the Nixon shock. "Hence ecology, where the danger of absolute scarcity reinstates an ethic of energy conservation" (Baudrillard, 2012, p. 32) becomes the solution in the form of the 'Town' after the attack of inklings. In this sense, seemingly hostile inklings, a destructive force causing shortage through data erasure, indeed work towards the benefits of the System:

"it's a strategic move… the government doesn't mind INKlings and INKlings doesn't mind the government" (Murakami, 2003, p. 138). Therefore, the attack of inklings, interpreted as cooperation with the System, together with narrator's death evokes a yearning for nature and past by marking the end of hard-boiled land.

Contrary to the very high-tech and urban depiction of hard-boiled land, the narration of the Town – following both Ivy's and Baudrillard's arguments – begins with a referral to a sphere strictly outside the urban:

"this is the time when instinct compels the males to clash—after they have shed their winter coats, a week before the females bear young. They become so fierce, wounding each other viciously …" (Murakami, 2003, p. 17). Yet, allusion to nature is not the sole aspect categorising the Town as a domain outside the modern. Time can be treated as another major element disassociating it from the modern or hard-boiled land. The depiction of fight among golden beasts for the female – being repeated at a certain season each year – is a reminder of the cyclical time, a notion of time analogous with the past and nature. In addition, the clock tower, a product of industrialisation and symbol of modernity, fails to function in the Town:

"the clock has long forfeited its original role as a timepiece" (Murakami, 2003, p. 38). The narrator of the Town, as revealed towards the end of the novel, is the calcutec of the hard-boiled land and thus he can be taken for the domestic urban traveller in the Town portrayed as against the hard-boiled land.

On account of having a living shadow, the narrator distinguishes himself from the inhabitants and fulfils the role of newcomer/non-member in a group. The narrator's existence in the Town as a newcomer/non-member conforms to the primary principle of tourism/travel warranting a destination outside home. Following this primary principle, all journeys, despite the destination and length of the stay, presuppose going eventually back home. Thus, the shadow not so surprisingly encourages the narrator to escape the Town as it simultaneously resorts to the discourse of "us" and "them":

"We're the ones who are right. They are the ones who are wrong absolutely" (p. 248). In addition, John Clammer discusses in "Sites and Sights:

The Consuming Eye and the Arts of the Imagination in Japanese Tourism" that it was not so infrequent among Japanese domestic tourists to visit a rural town as they experienced the natural life at once. In such trips "one can visit the countryside, stay in a traditional inn, eat wholly natural foods …" (Clammer, 1997, p. 150). Similarly, the narrator like the domestic tourist Clammer mentions stays in the Town and experiences the life as its inhabitants live. He consumes the food different than what he is used to:

"The food here is different than elsewhere. We only use a few basic ingredients. What resembles meat is not. What resembles egg is not … Everything is made in the image of something" (Murakami 224).

According to Clammer (1997), domestic trips to rural areas not only promoted the economic growth but also led to "… a dual activity of construction:

identity construction on the part of tourists and of the construction of the countryside on the part of urbanites with the complicity of the ruralities" (p.150). Through his dream reading job and experience of Town life, the narrator tries to understand not only the peculiarities of the Town but also the meaning of his own existence. Although the narrator acknowledges that it makes more sense to go back to his former world as a travel necessitates an end by going home, he feels that the Town is a key to his existence and decides to stay:

"I have discovered something that involves me here more than I could have thought" (Murakami, 2003, p. 398). The narrator's wish to stay implies a deviation from the standards 'Discover Japan' project aimed at. The project "… targeted Japanese desires for a simpler rural past, yet its recuperation of that past indicated all the more clearly the difficulty of escaping the managed society of the 1970s" (Ivy, 1993, p. 252). In other words, 'Discover Japan' was a project intended to evoke a sense of past and nostalgia not as a result of the traveller's independent experience, but rather as "… a system which secures the ordering of signs and the integration of the group …" (Baudrillard, 1998, p. 78). As a natural consequence of a pre-decided experience, "the whole recent ecological turn … [is] no longer a crisis of overproduction as in 1929 – of the involution of the system, recycling its identity" (Baudrillard, 2012, p. 32), as in the case of 'Discover Japan' project. Therefore, the narrator's decision to abandon his shadow and stay in the Town, in order to find an authentic self through his own unique and independent experience, can be regarded as an attempt to set himself free from the limits consumer society exerts on him.

The narrator, who tries to learn about the Town as much as possible in order to reunite with his shadow and plan an escape together, contrarily decides to stay in the Town at the very end. As opposed to his life in hard-boiled land, where he renders up everything and emerges only as productive force aligning with the system and its needs, the narrator finds unexpectedly something fundamental to his existence in the Town. Yet, he does not try to persuade his shadow to stay together with him. The shadow, who makes a clear distinction between the narrator and the inhabitants of the Town, seems to belong to the hard-boiled land rather than the Town. With an adoption of an invidious approach to the inhabitants of the Town and its attempt to urge the narrator to leave the Town, the shadow seems to be a part of the System like the inklings are. Therefore, as much as narrator's experience and self are shaped by the pre-decided consumption patterns in the hard-boiled, so long as his shadow remains attached to him, there is no actual freedom as a domestic traveller in the Town, either. Under such circumstances, detachment from the shadow becomes a means of escaping the managed society Baudrillard talks of, as well as an emancipation of the self. In this way, the narrator hopes to recover an authentic self although he is not certain himself whether such a deed is within the reach of possibility.

References

Baudrillard, J. (1998). *The Consumer Society: Myths and Structures.* C. Turner (Trans.). London: Sage Publications.

Baudrillard, J. (2012). *Symbolic Exchange and Death.* I. H. Grant (Trans.). London: Sage Publications.

Clammer, J. (1997). Sites and sights: the consuming eye and the arts of the imagination in Japanese tourism. *Contemporary Urban Japan: A Sociology of Consumption* (pp.   ). Oxford: Blackwell.

Foucault, M. (1988). *Politics, Philosophy, Culture: Interviews and Other Writings, 1977-1984.* L. Kritzman (Ed.). A. Sheridan (Trans.). New York, NY: Routledge.

Foucault, M. (1990). *The History of Sexuality* (Vol. 1). R. Hurley (Trans.). New York, NY: Vintage Books.

Francks, P. (2009). New tribes and nostalgia: consumption in the late twentieth Century and beyond. *The Japanese Consumer: An Alternative Economic History of Modern Japan* (pp.). Cambridge: Cambridge University Press.

Ivy, M. (1993). Formations of mass culture". *Postwar Japan as History* (pp.). A.Gordon (Ed.). Berkeley: University of California Press, 1993.

Kawakami, C. (2002). The unfinished cartography: Murakami Haruki and the postmodern cognitive map. *Monumenta Nipponica.* 37(3), 309-337. Retrieved from http://www.jstor.org/stable/3096769

Murakami. H. (1999). *The wind-up bird chronicle.* J. Rubin (Trans.). London: Harvill Press.

Murakami, H. (2000). *A wild sheep chase.* A. Birnbaum (Trans.). London: Harvill Press.

Murakami, H. (2003). *Hard boiled wonderland and the end of the world.* A.Birnbaum (Trans.). London: Vintage.

 Ritzer, G. (1998).Introduction. In J. Baudrillard. *The Consumer Society: Myths and Structures* (pp.). C. Turner (Trans.). London: Sage Publications.

Seats, M. (2006). *Murakami Haruki: the simulacrum in the contemporary Japanese society.* Lanham, MD: Lexington Books.

Strecher, C. M. (2002). *Dances with the sheep: the quest for identity in Murakami Haruki.* Ann Arbor, Michigan: University of Michigan.

Strecher, C. M. (2014). *The forbidden worlds of Murakami Haruki.* Location: University of Minnesota Press.

Veblen, T. (1992). *The Theory of Leisure Class.* London: Transaction Publishers.
Consumerism. (n.d.). In Oxford English dictionary online. Retrieved from
http://www.oed.com/view/Entry/39979?redirectedFrom=consumerism&

The Metamorphosis of Selected Maranao Stories into Dances

Jiamila E. Panaraag, Capitol University, Philippines
Geldolin L. Inte, Capitol University, Philippines

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

This study was designed to select four Maranao folk dances and identify folk stories where the selected folk dances are to have originated from. Since folk tradition is best transmitted orally, this study probed into another element in preserving folk tradition and that is through dance. The researchers looked into the different folk perspectives to understand how the society values their folk tradition. The study aimed specifically to answer the following questions: (1) What is the common folk perspective translated into story and dance in Maranao literature? (2) Which between the story and the dance is more embedded in the society? And (3) What are the thematic elements in the stories?

The stories and dances collected were analyzed and observations of their transition and transformations were then used to generate the following findings: (1) the common folk perspective of the collected stories is about the their concept of pride and conversely, their sense of shame; (2) between the stories and the dances, the dances are more embedded in society meaning they are more known and practiced by the younger generation; and, (3) the stories collected and dances examined were found to have similar themes of pride and honor and their thematic elements do not vary greatly from each other.

Keywords: Maranao, folk dance, folk tales, epic

iafor

The International Academic Forum
www.iafor.org

Introduction

Stories and dances are two distinct creative genres which are as old as time. Both serve to delight an audience. This is an exploratory study into the metamorphosis of stories into dances. The study discusses the audience's view about the story and the dance. It also shows their preference, whether the dance or the story. The themes emanating from the stories are also discussed.

The Maranao people originally occupied the regions surrounding Lake Lanao in the Northern Mindanao, particularly in the regions of Lanao del Norte and Lanao del Sur. However, the Maranao people today have settled in various places all over the Philippines. They constitute the wider Muslim ethnic group and constitute the sixth largest cultural minority in the Philippines. They are well-known for their sophisticated weaving, artwork, wood and metal craft, their epic "Darangen" and the dance "Singkil."

Comparative Study of the Stories and Dances

There are two stories reviewed in the study. The first is the epic, "Darangen," in the volumes focusing on "Paramata Gandingan" and "Prince Bantugan". The second story is "Potri Intantiyaya" taken from the "Agamaniyog" stories. The Maranao folk dances portrayed in the stories are Kappa Malong-Malong, Pagapir, Kinakulangan and Singkil.

Maranao dances originated from communal practices, rituals, or activities common to the Maranao people living in the province of Lanao in the northern part of Mindanao, Philippines. Interviews with a few directors, choreographers, and performers revealed that there is no authentic presentation of the Maranao dances.

The first dance that is reflected in the selected stories is "Kappa Malong-Malong". The story "Potri Intantiyaya" in the collection of "Agamaniyog Folk Tales" showed that the Sultan of Agamaniyog presented his daughters to Radiya Bagaram for his choice of bride. The daughters were all dressed in their colourful "malong", fashioning it in different ways while walking regally in front of their visitor.

Kappa Malong-Malong

The performer uses a tubular cloth called "Malong." The photos below show the different ways of wearing or using a "malong"

Photo 1. The "malong" worn as a long dress.

Photo 2. The "malong" used as a basket to store small fruits or objects.

Photo 3. The "malong" used as a coat to ward off the cold.

Photo 4. The "malong" used as a cover from the sun or a light rain.

Pagapir and Kinakulangan

Two dances, "Pagapir" and "Kinakulangan", are popular folk dances. These are performed individually or as part of the royal dance, "Singkil." "Pagapir" illustrates many ways of handling a fan or two fans.

Photo 5. The different ways of handling fans.

Photo 6. The ladies-in-waiting walking regally while handling the fans.

"Kinakulangan" showcases the royal walk or "kini-knini" of the Maranao women. According to Ele (1974), the steps show good upbringing among the Maranao women. Lines 214 -269 in the Maranao epic "Darangen" give the details on how Princess Gandingan's lady attendants walked ahead of her with their colorful fans, umbrellas and betelnut cases.

<blockquote>
[214]Let us now shift our attention
And look at the royal ladies,
All magnificently dressed, who
Had gone down, all of them, themselves,
To the resplendent *torogan*...
[222]The first ones to lead the long line
Were the young maids and attendants
Numbering more than a hundred,
All carrying huge fans which seemed
To be made of gold which they moved
As they escorted their princess…
[234]Young maid servants, each one busy
At fanning and refreshing their
Lovely princes with golden fans…
[260]Another eye-catching object
Was the amazing number of
Flags used to screen and give cover
For the magnificent princess
Being held in several rows.
On each side was seen a pair of
Umbrellas with yellow pompons
Carried high above her head, in
Number, ten in all, the mark of
Authentic royal ancestry…
</blockquote>

Singkil

The last dance in this study is "Singkil". It is the most popular dance which is mastered by the Maranao young ladies and several institutional and professional dance troupes. By itself, Singkil is the most popular and admired among Maranao dances. The dance takes its name from the heavy rings worn by the female dancer around her ankles to keep time while she dances. She moves in and out of the bamboo poles that are arranged in a criss-cross formation and clacked together in a unique, syncopated rhythm as she manipulates two elaborately designed fans. She represents a Maranao princess. After a while, a male dancer, representing a Maranao prince, performs his dance round and through the bamboo poles clacked together bearing a shield and a sword. The dance ends with the princess going home with the prince.

Photo 7. Still picture of the entire cast in the dance, Singkil.

The dance steps are intricate and require swift movement so that the dancers' feet won't be crushed by the moving bamboos. Meanwhile, the clacking bamboos represent the evil forces which the two characters had to overcome.

The epic illustrates the abduction of Princess Gandingan by a supernatural creature and Prince Bantugan's successful rescue of the princess. Lines 718 - 887 describe Prince Bantogan's wonder at the brilliant rays coming off from the Inantara Legawan. He believes the place was enchanted by Diwata Makapanton, so he leaps to the mountain of Lakongan Minipantaw. He then sees Princess Gandingan and is mesmerized by her beauty. He approaches her respectfully, trying to win her trust. He convinces her to marry and be with him to his Kingdom in Bembaran. While she agrees to marry him, she refuses to tell him her real name and her origin for fear of being put to shame.

Both the dance and the stories are art forms that serve a great deal in preserving the Maranao culture while showcasing the beauty of the Maranao culture as well. The Maranaos have a reputation of holding to the highest degree prestige, pride and honor. They value self-dignity highly and fear being shamed. This is very much evident in the meeting of Princess Gandingan and Prince Bantugan in the story "Darangen" as well as in the dances described above.

However, while the dances are performed, the audience, unfamiliar with the stories, remain unaware of the stories. Meanwhile, students studying literature, particularly the epic "Darangen" and the "Agamaniyog stories", also are not aware of the connection of the stories with the dances. Further, young audiences are more familiar with the dances than with the stories. This is due to the fact that many cultural activities and institutional programs showcase the performing arts many times in a given year. Meanwhile, the study of the Maranao literature is dependent on the teacher's or professor's discretion teaching Philippine literature.

Literature and the performing arts face many challenges today. The epic "Darangen" is dubbed as a masterpiece of the oral and intangible heritage of humanity by UNESCO in 2005. However, it is studied only in parts and not as a whole. While the study of literature is very selective and tends to focus on the most popular stories

coming from the other regions, folk dances are diluted. While the stories retain its form, the dances are deformed.

The late Ramon Obusan, a National Artist for Dance in 2006, studied the Maranao folk dances and used his findings in presenting the folk dances close to its original form in his Ramon Obusan Folkloric Group.

While artistic directors argue that there is a need to enhance common steps to visually stimulate audience, so called cultural dance workshops have made the steps diluted. Fernandez (2007) illustrated the problem encountered in the transfer of knowledge about the dance. The source of the dance comes from the indigenous people. Researchers immerse themselves among the indigenous people to study the dances. Then, the researchers are tasked to demonstrate the dances during the workshops with about a hundred participants who are choreographers or Physical Education (PE) teachers. The problem is seen in the "interpretation" and "enhancements" of the dances made by the choreographers and PE teachers.

Conclusion and Recommendation

The stories and dances showcase the rich cultural heritage of the Maranaos. These art forms equal the beauty and richness of other cultural heritage in the world. The study also elucidates the need to study both forms together.

The paper recommends:

1. Thorough study of the history of the dances be included in the teaching of Maranao folk dances and literature;

2. A historical study should be conducted to trace the specific geographical areas where the Maranao stories and dances originated; and,

3. Further studies should be conducted on the literature and dance forms of other Muslim tribes in the Philippines.

References

Books

Al-Macaraya, B. et.al . (1988.) Darangen. Volume 3. Marawi City: University Research Center, Mindanao State University.

Disoma, Esmael. (1990). The Maranao: A Study of Their Practices & Beliefs. Iligan City: Ivory Printing & Publishing House.

Fernandez, Steven Patrick C. (2007). Making Theatre: The Craft of the Stage. Iligan City: Integrated Performing Arts Guild.

Fernando, Doreen. (1996). Palabas: Essays on Philippine Theater History. Quezon City: Ateneo de Manila University Press.

Lumbera, Bienvenido. (1997). Philippine Literature: A History & Anthology. Pasig City: Anvil Publishing Inc.

Madale, Nagasura. (1981). The Muslim Filipinos: A Book of Readings. Iligan City: Alemar-Phoenix Publishing.

Martinez-Sikat and Naida Rivera (2004). Affriming the Filipino: An Anthology of Philippine Literature. Quezon City: Emiluz Printing Industries, Inc.

Philippine Folk Dance Society. (1999). Sayaw: Dances of The Philippine Islands. Philippines: Thumbmark Inc. Quezon City.

Revel, Nicole. (2005). Literature of Voice: Epics in The Philippines. Quezon City: Ateneo de Manila University Press.
Saber, Mamitua and Abdulla Madale. (1975).) The Maranao. Manila: Solidaridad Publishing House.

Viar, Orlando. (2006). Treasures of Philippine Regional Literatures. Manila: Rex Bookstore, Inc.

Journals

Mindanao Art & Culture. (1980). Agamaniyog Folktales Book II. University research Center, Mindanao State University. Marawi City.

Mindanao Art & Culture. (1980.) The Maranao Man by Maranao Men. University Research Center, Mindanao State University, Marawi City.

Electronic Journal, Magazines And Articles

Dundes, Alan. (1980). Interpreting Folklore. Indiana UP.

Unpublished Dissertations

Abuso, F. A. (2004). The Quality of Teaching Philippine Literature in the Selected Tertiary Institutions of Cagayan de Oro City: Implications to Literary Appreciation. Cagayan de Oro City: Xavier University.

Ele, H. H. (1974). The Mindanao State University Darangan Cultural Troupe: A Historical & Descriptive Study. Marawi City: Mindanao State University.

Madale, n. (1974.) A Preliminary Classification of Muslim Literature in the Philippines. Marawi City: Mindanao State University

Panaraag, P. (1996.) A Survey on the Attitudes of Some Maranao Men and Woman College Students of the Mindanao State University Marawi City toward Betrothal Marriage. Marawi City: Mindanao State University.

Unpublished Photos

Inte, G. L. (2015). Capitol University Dance Troupe. Cagayan de Oro City: Capitol University.

Contact email: geldolin_inte@yahoo.com

Using Literature for Emotional Literacy Education: A Review and Proposal for Hong Kong Universities

Amy Lee Wai Sum, Hong Kong Baptist University, Hong Kong

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Emotional Intelligence (Goleman, 1995) has been credited for bringing the importance of emotional intelligence (and emotional literacy, which refers to different qualities although they are often used interchangeably) to the attention of international layman readers. Although the exact abilities and aptitudes included in emotional intelligence (or literacy) vary with different scholars, it may be construed as the repertoire of emotional competencies and skills available to an individual at a given point in time, for coping with the environmental demands and constraints, as Matthews, Zeidner, and Roberts state in their *Emotional Intelligence: Science and Myth* (2002). If these competencies and skills are so essential to a human being's overall health and quality of life, where and when do we acquire these skills? An obvious answer will be through the formal education system, which makes sure that under normal circumstances, a student will acquire the basic necessary skills for survival in our society. Yet in Hong Kong, despite its having a highly competitive compulsory education system, emotional literacy is not a part of the formal education system at any level from primary to secondary and tertiary education. This presentation is an attempt to review the education of emotions among Hong Kong universities, and to make suggestions about how the education of emotions can be incorporated into the formal curriculum in university. More specifically a proposal will be made to use literature and film as the core texts to construct a learning experience for university students through general education.

Keywords: Emotional Literacy Education, Hong Kong Universities, Literature and Film

Introduction

Emotional intelligence was tentatively proposed as a new intelligence in 1990, suggesting that "some individuals possess the ability to reason about and use emotions to enhance thought more effectively than others" (Mayer, Salovey, & Caruso, 2008, p.503). This proposed new intelligence gave rise to a lot of discussions and started numerous researches, which today has already grown into a well-established research area. For laymen, Daniel Goleman's book of the same title in 1995 popularizes this concept and makes the general public think about the importance of this supposedly new found intelligence. At the end of his book *Emotional Intelligence* (1995), Goleman reiterated the need to foster this new ability in our society: "Empathy, as we have seen, leads to caring, altruism, and compassion. Seeing things from another's perspective breaks down biased stereotypes, and so breeds tolerance and acceptance of differences. These capacities are ever more called on in our increasingly pluralistic society, allowing people to live together in mutual respect and creating the possibility of productive public discourse" (p. 285).

Since Goleman's appeal made 20 years ago, the concept of Emotional Intelligence has appeared in different forms in formal and informal curriculum across different education systems. Although today there are still different approaches to its understanding academically, the existence in human beings of a set of abilities besides those of cognitive abilities, and that they play a significant role in the success of a person, e.g. competence in handling emotions, in establishing successful and positive relationships, in regulating one's goals and feelings, etc., is generally recognized in our society. With this general recognition comes the urge to find ways to develop this ability through education, and in the two decades since Mayer and Salovey's initial proposal (1997) we have seen a lot of educational programmes for students of various levels in American schools, and attempts to offer such programmes in other education systems. As an academic working in the Arts Faculty in a Hong Kong university, I share the belief in Emotional Intelligence's role in enabling a person to lead a successful life, and that the teaching of emotional intelligence should form part of the official curriculum. This paper includes a brief review of discussions about Emotional Intelligence, some justifications of its promotion in the formal curriculum, some observations concerning emotional intelligence teaching in the Hong Kong context, and a simple proposal to use literary and film narratives in the university classroom to teach emotional intelligence as an integrated experience.

Defining Emotional Intelligence (EI)

When it was first proposed to be a new intelligence, an initial working description of EI was:

> Emotional intelligence concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer, Roberts, & Barsade, 2008, p. 511).

After more than 20 years of research and discussion, new definitions and approaches to its understanding and evaluation have been proposed. Here I will summarize a review written by researchers in this area in 2008 to give a general picture of the key approaches to EI. According to Mayer, Roberts and Barsade (2008), there are three main approaches to emotional intelligence in the scientific literature: 1. Specific Ability approaches, 2. Integrative-model approaches, and 3. Mixed-model approach.

1. Specific-ability approaches to emotional intelligence see EI as a particular skill or set of skills, e.g. accuracy in emotional perception, ability to read emotional expressions, which can facilitate thinking. Scholars taking these approaches believe that a person's emotional response to important issues may help in making the right decision, or knowing when to include or exclude emotions in making a decision is an important factor in thinking. Also included in this model is the concept of reasoning about emotions. If one can describe an emotion accurately and be able to match a consequence related to having a particular emotion, it can help to formulate guidelines about how to respond to specific situations. Finally, emotional management (self and other) can be a very useful result of having the knowledge to perceive, identify, describe, and reason about emotions. What we usually refer to as positive thinking, or alternative thinking, is a strategy to manage emotions.

2. Integrative-model approaches tend to "join several specific abilities to obtain an overall sense of EI" (p. 513). A representative model of this group of approaches is Mayer and Salovey's revised definition of emotional intelligence, which is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5). We can see that emotional intelligence is an integration of abilities from 4 areas: i) accurately perceiving emotion, ii) using emotions to facilitate thought, iii) understanding emotion, iv) managing

emotion. Each branch of EI in this model has its relevant test instruments, which together form the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) (Mayer, Salovey, & Caruso, 2002).

3.   Mixed-model approaches target more mixed qualities relating to emotions and have a generally broader interpretation of what EI includes. For example, it includes general abilities about emotions such as "noncognitive capability, competency, or skill", and/or "emotionally and socially intelligent behaviour", and "dispositions from the personality domain". The main difference between these mixed models approach and the two previous approaches is the inclusion of both individual abilities as well as more general descriptions of personality traits such as "adaptability, (low) impulsiveness, and social competence, creative thinking, flexibility" etc. (p. 514). Mayer, Roberts and Barsade felt that this approach lacks a primary focus in terms of defining what emotional intelligence is.

The first two approaches are better established because together with a clearer focus, relevant and specific tests/instruments have also been designed to evaluate the abilities identified and how they work together. While research and related theoretical development is still on-going, that emotional intelligence is an important factor which plays a part in maintaining mental well-being, as well as in directly and indirectly helping to achieve success in the practical aspects of life is generally considered a valid argument. In 1994, Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in the States in response to the educational needs of positive youth development. From its webpage, it is:

the nation's leading organization advancing the development of academic, social and emotional competence for all students. Our mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society.

Social and Emotional Learning (SEL) program, is:

the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and

maintain positive relationships, and make responsible decisions. (http://www.casel.org/social-and-emotional-learning/)

UK had also adopted similar approach to emotional education since the 2000s, through a top-down initiative called the Social and Emotional Aspects of Learning (SEAL) Programme. When the new government took office in 2010, SEAL went through a major review and was phased out, to be replaced by a more flexible and independent approach by individual schools and institutions. The efforts in these other nations, and much of the results of these efforts, have been encouraging about the effects of including the teaching of emotional intelligence within the formal education system.

SEL Programmes in other countries and some reflections about their success

The support for SEL programmes comes from attempts to understand the problems students are having: bullying, violence in schools, problems of adjustment, motivation in studying, risk to substance reliance, personal relationships, etc. These problems, which are not academic by themselves, very often cumulated in poor academic performance, simply because they do not create a suitable mental and emotional environment for learning. "Learning may be promoted by emotional skills said to include higher motivation, self-control, and effective self-regulation, along with social skills such as forming constructive learning partnerships and avoidance of damaging antisocial behaviors. EI has been claimed to be directly predictive of student success, as well as indirectly mediating success by protecting student from barriers to learning such as mental distress, substance abuse, delinquency, teen pregnancy, and violence" (as cited in Zeidner, Roberts, & Matthews, 2009, p. 228).

Thus, Zeidner et al. supported the revamping of school curriculum and classroom procedures to improve learning. In their book *What We Know About Emotional Intelligence: How It Affects Learning, Work, Relationships, and Our Mental Health*, they stated that "[a]s has been demonstrated by extensive research one of the many correlates of classroom bullying and antisocial behaviour is the lack of empathic and self-regulatory skills (Olweus, 2001). In fact, social and emotional education has been coined the 'missing piece' in school life - that part of a school's mission that, while always close to the thoughts of many teachers, somehow eluded them (Elias et al., 1997)" (Zeidner et al., 2009, p. 231).

By 2009, CASEL had reported that more than 150 social and emotional intervention

programs were in operation across USA schools, under different names such as "life skills training", "self-science", "education for care", "social awareness", "social problem solving", "social competency", and "creative conflict resolution" (Zeidner et al., 2009, p.234). These programmes take different forms, some are standalone lessons, some are integrated into already existing lessons of various disciplines being taught at the school. Zeidner et al. suggested that "curriculum-based emotional learning comes naturally with many of the liberal arts. For example, children can learn much about various feelings when reading literary works that depict characters with the tendency to experience specific emotions (e.g. sadness). Children can observe how characters express and display their emotions, what makes the character feel as they do, how the characters cope in response to their feelings, and how effective are the various methods of coping employed. This form of affective learning proceeds throughout the educational system, and as the literary or artistic scenarios become more complex, so does emotional learning seeking to promote the development of social and emotional competencies" (Zeidner et al., 2009, p.233).

In their book, Zeidner et al. reported a brief review of selected social-emotional learning intervention programmes. Without going into details, it suffices to say here that generally they are felt to have helped in the purposes they were designed for, although most of them do not have a clear focus on emotional intelligence education. Whatever their designed purposes have been, some common observations about these programmes have been that these social-emotional skills are 1. teachable, 2. positively related to academic results, and that 3. caring relationships form the foundations of genuine and enduring learning in schools.

From their findings after evaluating a selected number of these programmes, Zeidner et al. made some suggestions about the development and evaluation of social and emotional learning programmes (p.245-249):

1.   EI intervention programs should be based on a solid conceptual framework (solid theoretical framework, clear definition of EI, coherent rationale for program objectives and methods for achieving them);

2.   Program goals and behavioral outcomes should be specific (in my University now, we adopt the outcomes-based teaching and learning (OBTL) approach);

3.   The educational, social-cultural, and developmental context for program implementation (age of students, staff abilities, learning environment) should be identified;

4. EI programs should be fully integrated into the school educational and instructional curriculum, (not taught as add-ons) "accordingly an emerging strategy in this framework is not to create a special class for teaching emotional skills but to complement regular academic subjects by blending lessons on emotions with other topics (e.g. arts, health, or science). Thus students can learn how to harness emotions in gym; how to handle stress, anxiety, or frustration in math class; or how to empathize with another's plight when reading powerful literature (Salovey et al., 1999)" (p.247);

5. Practice and generalization of the domain of emotional skills across different classes of behavioral performance should be planned;

6. Professional development of program personnel should be facilitated;

7. Robust experimental designs for assessing program effectiveness and valid and reliable assessments.

As I am proposing to incorporate the teaching of emotional intelligence into regular teaching in my own disciplines, the highlighted points have direct relevance in facilitating better coursework design.

Justifications for having a more curriculum-based EI programme in Hong Kong

Although HK boasts of a very competitive and comprehensive education system, emotional education is not a component of the formal education, and it is not difficult to understand why when we look at how tightly packed even a 5-year-old child's timetable is. Besides the official kindergarten sessions from 9 am to 12:30 pm Monday to Friday, my niece Louise has piano class, Mandarin class, poetry recital class, English language class, ice-skating class, ballet class, and Djembe class in the afternoon over the week. She will enter primary one next September. That is generally considered as the beginning of official curriculum in HK, therefore it can be expected that her timetable will be even more packed than now (gone will be the occasional slots for afternoon nap). The school timetable will extend from early morning to at least the middle of the afternoon, and any time available will be given to academic subjects which "matter" when public examinations or getting to a good university is concerned. Emotional education, at least in the form practiced as SEL, is not considered the first priority in the HK education system.

But the value of education of the emotions to children and teenagers has been shown in numerous evaluation exercises. I quoted from Zeidner et al. and their brief report on the generally positive results of SEL type programmes in the States. I also noted

reports of specific researches conducted on different sample groups of university students concerning the connection between what would loosely be regarded as emotional intelligence (Parker, Summerfeldt, Hogan, & Majeski, 2004, p. 164) and academic performance of those individuals. These previous researches yielded contradictory results, as some indicated only a "modest

" connection between the two factors, and some found "little association" between academic performance and emotional intelligence. While the weak connection between these two factors in the previous research findings may have to do with the design of the researches (too mixed student background, different years of study put together, etc.), Parker et al. reported their study which was designed to focus specifically on the correlation between emotional intelligence and academic success. The sample was a group of 372 first year full-time university students at a small Ontario university, and "results of the present study suggest quite strongly that intrapersonal, adaptability, and stress management abilities are important factors in the successful transition from high school to university" (Parker et al., 2004, p. 170).

David W Chan's paper "Emotional Intelligence: Implications for educational practice in schools" (2002) has reviewed the programme of SEL as practiced in USA, and based on the success of SEL, he proposed that "[t]he framework however can also be regarded as a resource for the development of integrated and comprehensive school-based programs intended to enhanced students' emotional intelligence and their whole-person development in Hong Kong schools. Ultimately, the development, implementation, and evaluation of such programs should hopefully lead to an enhanced understanding of education reform that goes beyond the effective management of schools and the standards used to measure students' academic achievement to include the creation of learning environments that optimize the whole-person development of students" (Chan, 2002, p. 193).

In a research he did with a group of gifted students in HK, Chan also noted a connection between the different aspects of the participants' EI and the strategies they have adopted to cope with their special status of giftedness. "Thus, the findings that specific social coping strategies were predictable from specific components of emotional intelligence have implications for the provision of preventive interventions and the development of counseling service for gifted students in HK" (Chan, 2003, p. 416). This connection between components of EI and resulting behavior has implications not only for offering an all-round education environment for gifted students, but also a rationale for provision of whole-person education to all students.

Having looked through some of the literature about the success of the emotional intelligence education progammes on students' academic performance, on their emotional and mental well-being in other countries, I support Chan's appeal to develop a school-based whole-person education programme with some emphasis on the teaching of emotional knowledge and intelligence starting from the school level. Interestingly, universities in Hong Kong embrace the ethos of whole-person development in their curriculum and co-curricular design. As a faculty teaching in a Humanities department, I am well aware of the value of whole-person education, especially the part played by emotional intelligence. Having made my case in support of such a programme in the formal education system, in the rest of my paper, I will briefly review the course offerings at university level, and hope to share some preliminary ideas in incorporating the teaching of emotional intelligence in the regular disciplinary teaching.

Emotional intelligence related courses offered by universities in Hong Kong

Here is a brief review of the current course offerings by universities in Hong Kong. Courses that cover some aspects of knowledge of our emotions are offered in the Social Science Faculty, Psychology Department, usually about maintaining healthy interpersonal relationships, healthy lifestyle; or relating to educational psychology. There are also a small number of courses related to emotional literacy offered as part of the general education programme, open to all students no matter what discipline they major in.

Among the 9 major institutions offering undergraduate degree programmes in Hong Kong, 7 institutions offer a total of 8 degree programmes in Psychology.

- HKU has a degree in Psychology, and a course entitled [PSYC2070/PSYC0070 Love, marriage, sex, and family] which covers intimate relationships and implications of their decisions in that respect.
(http://www.psychology.hku.hk/index.php?rpath=all_courses_1011)
- CUHK also has an undergraduate degree in Psychology, and there is a course entitled [PSYC1030 Psychology of personal growth] which covers topics such as "developing adaptive social behaviour and effective coping skills", and "interpersonal communication, stress ad coping" etc. [PSYC1070 Healthy body healthy mind] introduces the "7-well stress management approach"; [PSYC1630 Communication for healthy relationship] covers "both conceptual and practical issues in interpersonal communication"; [PSYC3450 Problem solving]

"introduces cognitive and social approaches to problems solving, including ways in which creativity, intelligence, EQ, and interpersonal sensitivity affect the kinds of problems to be solved and the manner in which they are solved." [PSYC 3660 Emotion and motivation] "discusses the theories and empirical findings on emotions and other related topics….Students will learn how emotions influence the ways we think and behave, the situations we seek, and the ways we make sense of our lives." (I think this is the closest to emotional intelligence teaching.) (http://www.psy.cuhk.edu.hk/index.php/en/studies/prospective-students/53-studies/prospective-students/undergraduate-programme/308-course-information)

- HKUST offers no psychology degree, but has [SOSC1980 Psychology and everyday life] which covers issues encountered by young people "during transition to adulthood". (http://www.sosc.ust.hk/teaching_learning/courses_ug_2014_spring.html)

- Polytechnic University has no undergraduate Psychology degree and no related course offerings.

- City University of Hong Kong has a degree in Psychology and [SS1611 Movies and psychology] uses movies to illustrate a number of psychology theories to deepen understanding of both psychology and movies and how they play a part in our everyday life. (http://www.cityu.edu.hk/ug/201415/Major/BSOCSC_PSY-1.htm)

- HKBU has a self-funded Psychology degree (for AD/HD holders), and [APPY 4025 Motivation and emotion] seeks to "enhance students' understanding of why people do what they do and why people feel how they feel". (http://www.cie.hkbu.edu.hk/main/programmes_sf_courses.php?p=psy)

- Lingnan University has an Applied Psychology degree, and [GEB 214 Human relationship and interpersonal skills in organizations] covers topics such as "interpersonal dynamics, listening skills, conflict management". (http://www.ln.edu.hk/ccgeo/curriculum.php)

- HKSYU offers two degrees, one in Psychology, and the other in Counselling and Psychology. [PSY101 Core competencies in psychology] "helps students to identify the common challenges faced by university students and how to manage them, as well as to guide students develop a healthy lifestyle". [PSY209 Positive psychology] helps students to understand their own strengths, and to move towards living in a positive psychological state. (http://www.hksyu.edu/counpsy/bpsy.html)

- HKIED has a Psychology major programme but no specific courses stand out as having direct relevance to emotional intelligence. (http://www.ied.edu.hk/ps/view.php?m=677&secid=3224)

Besides the formal curriculum, all the tertiary institutions have a Student Affairs Office, or Student Development Centre, which takes care of the students' non-academic development such as leadership skills training, counselling, helping with university life, students with disabilities or other learning needs, peer support network etc. Although these are mainly advice-giving bodies, occasionally there are workshop-like short programmes offered to teach students how to understand their own emotions and to tackle common problems they may encounter as a university student. These talks or workshops do not carry any credits and are not part of the requirement for graduation at all.

Although not exhaustive and definitely not detailed in terms of identifying the actual topics and contents of these programmes, this brief review of the current formal and informal curriculum offered in the universities in Hong Kong is useful for my purpose because it shows that even at university level, students in Hong Kong are not really getting a whole-person education which is informed by knowledge of our emotions. If we agree to any extent the significance of the previously mentioned benefits that emotional intelligence can have for leading a balanced and successful life, the introduction of such informed programme for all will be a good progress.

Sharing of preliminary ideas about using literary/film narratives for the teaching of emotional intelligence

As suggested in Zeidner's guidelines for a more vigorous EI program, integrating the teaching of EI into the regular curriculum is an effective approach. In my teaching, I have employed narrative texts in literary and film forms in the teaching of interdisciplinary courses. These narratives, which depict various human experiences and situations, sometimes even difficult ones, are very good materials for illustrating a variety of human emotions, what effects they have on our behaviour, and what consequences might result because of different ways of handling and mishandling these emotions. While well-chosen textual examples can be used for teaching different disciplinary knowledge such as narrative approach, cultural studies, creative writing, gender representation and politics etc., careful design of course material can adopt these well-chosen textual examples to include the teaching of emotional intelligence (and probably a theoretically informed analysis of the text concerning emotional knowledge can add value to the teaching of the discipline). In view of the limitation of space here, I will just make one proposition of how a well-chosen example can be used in the regular disciplinary classroom and yet include emotional intelligence training at the same time.

Roald Dahl's short story "A Great Automatic Grammatizator" (1954) (Dahl, 1970) is a great example for its simplicity in plot, but profound insight into the human condition. There are just three main characters, the creative inventor Knipe, his commercial-minded boss Mr. Bohlen, and an unnamed writer. Knipe has a passion for writing, although he is a genius in computer. He has created a writing machine which is capable of writing short stories (and later novels). He successfully persuades his boss to let him build the machine and later starts a literary agency to sign up existing writers, to let the agency publish materials generated by the writing machine under their names. These writers, having sold their name to the agency, will not write again. The agency becomes very successful and is beginning to monopolize the market. At the end of the story, an unnamed writer is given the contract and he/she finds it hard to decide whether to sign the contract and stop writing, or to be true to his/her desires to be a writer and let the children starve. In my course Language and the Humanities, I use this story to discuss topics such as the creative urge as a human need, different levels of human need, importance of stories in our life, and skills of story telling. If we use Salovey's four-aspect approach to understanding emotional intelligence, the story can be adding much to students' emotional education:

- Perception and identification of the characters' emotions - Bohlen's lack of interest in the project before hearing the monetary benefits, some writers sign up because of their realisation that the machine work is better than theirs, some writers' desparation because of their creative block.
- Using emotions to help thinking - Knipe's understanding of Bohlen's business mind and starts his proposal as a business proposal, then later he appeals to his desire to be remembered as a human being with contribution to society, and his understanding of how the publishing writers at different stages of their career are thinking.
- Understanding emotions - the unnamed writer feels a responsibility towards the crying children, but also toward his/her self as a writer, maybe even about justice in a society too. This writer's dilemma also bring out the possible consequences of the different actions/responses toward the contract - hatred for oneself, or disappointment, for not being a proper parent or not maximizing one's potential.
- Managing emotions - is Knipe merely finding an outlet for his creativity, or is he also harbouring a revenge against those who are more successful than he is in becoming a writer?

Conclusion

In this paper, I have referred briefly to the current scholarship involving emotional intelligence, and have shared some research findings which demonstrate the increasing recognition of the importance of emotional intelligence in leading to a successful life. While in the USA and the UK there have already been quite a widespread belief in emotional intelligence education, and resulting in a large variety of school-based and curriculum-based programmes from the primary to secondary levels, the many education reforms in Hong Kong in recent decades have not resulted in such a programme in the regular curriculum. Even in the university curriculum, only departments of Psychology offer some courses which cover some topics related to emotional intelligence training.

Endorsing the educational benefits that such a programme may have on young people, and recognizing that literature and film could become excellent materials for conducting emotional intelligence education, I have proposed a simple example to illustrate how emotional intelligence training can be done in the Humanities classroom, and how emotional intelligence training can be fully integrated into the regular curriculum. Nelis et al. in their paper "Increasing emotional intelligence: (How) is it possible?" (2009) reported on their research on a small group of university students in France to show that on the whole, it is possible to train young people to identify and to have knowledge about emotional intelligence, and actually make them practice that in their daily life. Their findings show that even after 6 months, the impact of the knowledge is still there. It gives me confidence that emotional intelligence is something teachable and moreover the effects of the learning persist. It is high time that educators in Hong Kong actively incorporate the learning of the emotions into the subjects they are teaching to enhance the teaching and learning experience.

References

Chan, D. W. (2002). Emotional intelligence: Implications for educational practice in schools. *Educational Research Journal*, 17(2), 183-196.

Chan, D. W. (2003). Dimensions of emotional intelligence and their relationships with social coping among gifted adolescents in Hong Kong. *Journal of Youth and Adolescence*, 32(6), 409-418.

Dahl, R. (1970). *Someone Like You.* London: Penguin Books.

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., et al. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Goleman, D. (1995). *Emotional Intelligence*, NY: Bantam.

Hawkins, J. D., Smith, B. H., & Catalano, R. F. (2004). Social development and social and emotional learning. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say* (pp. 135-150). NY: Teachers College Press.

Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence: Science and myth*. Cambridge, MA: MIT Press.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). NY: Basic Books.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's manual.* Toronto: Multi-Health Systems.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional Intelligence. *Annual Review of Psychology*, 59, 507-536.
Mayer, J. D., Salovey, P., & Caruso D. R. (2008). Emotional Intelligence: New Ability or Eclectic Traits? *American Psychologist*, 63(6), 503-517.

Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: (How) is it possible? *Personality and Individual Differences,* 47, 36-41.

Olweus, D. (2001). *Olweus' core program against bullying and antisocial behavior: A teacher handbook.* Bergen, Norway: Author.

Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36, 163-172.

Salovey, P., Bedell, B. T., Detweiler, J. B., & Mayer, J. D. (1999).   Coping intelligently: Emotional intelligence and the coping process. In C.R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 141-164).   NY: Oxford University Press.

Zeidner, M., Roberts, R. D., & Matthews, G. (2009). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health.* Cambridge, MA: MIT Press.

CASEL: Collaborative for Academic, Social, and Emotional Learning. (2015). Retrieved from http://www.casel.org/

Department of Counselling & Psychology, Hong Kong Shue Yan University. (2015). Retrieved from http://www.hksyu.edu/counpsy/bpsy.html

Department of Psychology, The Chinese University of Hong Kong. (2015). Retrieved from http://www.psy.cuhk.edu.hk/index.php/en/studies/prospective-students/53-studies/prospective-students/undergraduate-programme/308-course-information

Department of Psychology, The University of Hong Kong. (2015). Retrieved from http://www.psychology.hku.hk/index.php?rpath=all_courses_1011

Department of Psychological Studies, The Hong Kong Institute of Education. (2015). Retrieved from http://www.ied.edu.hk/ps/view.php?m=677&secid=3224

Division of Social Science, The Hong Kong University of Science and Technology. (2015).\ Retrieved from http://www.sosc.ust.hk/teaching_learning/courses_ug_2014_spring.html

General Education Programme, Lingnan University. (2015). Retrieved from http://www.ln.edu.hk/ccgeo/curriculum.php

Majors: Psychology, City University of Hong Kong. (2015). Retrieved from http://www.cityu.edu.hk/ug/201415/Major/BSOCSC_PSY-1.htm

Self-Funded Undergraduate Programmes, College of International Education, Hong Kong Baptist University. (2015). Retrieved from http://www.cie.hkbu.edu.hk/main/programmes_sf_courses.php?p=psy)
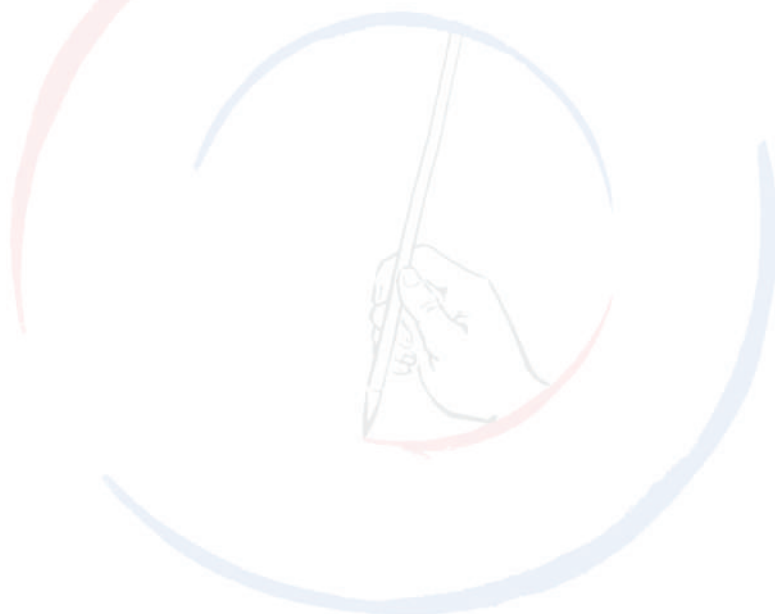
Factors Influencing the Decisions of Non-Medical Professionals in Barangay Tugatog, Malabon in Choosing the Most Appropriate Health Information

Asherel Joy D. Zaide, University of the Philippines, Philippines

Abstract

"Laughter is the best medicine" already became a household phrase, oftentimes used as a joke when someone doesn't want to take medication. Health Information in the Philippine setting is very complex. It is a combination of early traditional and modern scientific practices. Libraries play critical roles in the e-health era. They are tasked to help prevent health information seekers from being overwhelmed with the myriad of health information available to them and help select relevant and trustworthy information, and thus making informed decisions.

The focus of this research is to determine the behavior of the non-medical practitioners of Brgy. Tugatog, Malabon towards health information, particularly the factors affecting decisions made by the respondents regarding health information usage and acceptance. The participants of this study are composed of non-medical practitioners: those who are not licensed medical doctors, dentists and ophthalmologists. The participants were randomly selected from Barangay Tugatog, Malabon with ages ranging from 18 and above, and were asked to answer a survey questionnaire.

After analyzing the data gathered for this study, it was found out that there are three main factors that influence the decision of non-medical professionals in choosing the most appropriate health information. These are the attributes of health information source, personal biases, and the nature of needed health information.

Keywords: Allied health personnel, information services, information literacy, health information, Malabon

iafor

The International Academic Forum

www.iafor.org

Introduction

Information is an individual's acquired data fit into an overall framework of previously acquired information. It is then called transformed data when people acquire it in the course of their daily activities (Devlin, 1999). However, from just being aware and informed, people can respond and analyze the information to be able to pass judgment. Going beyond this awareness takes the individual a higher step in the knowledge spectrum, which is gaining knowledge. Through knowledge, a person can use an organized record of human experiences and extend further the level of understanding to meet life's contingencies, thus acquiring wisdom (Debons, 1988).

For example, take a mother pacifying her crying baby. The baby's cry acts as data, and as the mother receives the data, it transforms into information signaling that the baby wants to tell something. The mother then checks on the baby's condition, possibly a dirty diaper or droopy eyes, and incorporates the information with past instances when the baby has cried. This application of information with past experiences transforms information to knowledge. Wisdom is seen when the mother passes judgment on what the baby's message is and decides on what to do to soothe the baby.

In the absence of textbook definition and for the purposes of this study, "health information" would refer to different information regarding human health and medicine. This includes, but not limited to, traditions and practices carried on through generations, proven by science and those newly discovered health information. It also includes the different available formats of health information: print and non-print. The formats of health information medium will include, but not limited to, different types of visual communication technologies like electronic displays, film and photography, print and facsimile printing (Debons, 1988).

The definition for the term "health information" should not be limiting and be used in a broad, inclusive sense (Lyders, 1994). Like any other types of information, health information also goes through the different steps in the knowledge spectrum. Starting from being a mere data, it also transforms to knowledge, then wisdom just like the previous example of the mother and the crying baby.

There are many ways people can acquire health information or information in general. People seek information from peer-kin network, directly from service providers, from professionals like doctors, from intermediaries such as libraries and information and referral (I&R) agencies and online community network (Pettigrew & Wilkinson, 1996). Since every individual has different personal experiences affecting personal knowledge spectrum, source priorities also vary.

Age and profession can also be a factor in health information source selection. Younger generation, especially college students seek the Internet for health information (Escoffery & Miner, 2005). Educated people seek health information from hospitals and pharmacies (Afolabi, 2008). The type of information needed, from as simple as cures to household sickness to symptoms of a serious medical condition, also contributes to which source an individual will use.

Being a part of someone else's peer-kin network, an individual also takes part in information dissemination. An individual can convey meaning or significance from experience represented by some action to other people. It can be a simple information transfer to make someone aware of health information. It can also be knowledge transfer to extend this awareness to higher cognitive levels, making other people fully understand and synthesize this health information to other information (Debons, 1988).

Though information transfer can be very easy, there are some underlying social factors such as issues of confidentiality and privacy, and the influence of technology and media on behavior and dissemination of information (Debons, 1988). Usually conversation takes a great part in health information transfer. There are common principles followed in conversation contributions such as quantity, quality, relation, and manner (Devlin, 1999).

However, going back to the knowledge spectrum, everyone having different backgrounds and experiences can result to different representation and analysis of information. A person can say one thing and it may have a different meaning according to the receiver (Devlin, 1999). Applying information representation and analysis to world view, though starting with a common data base, different solutions are produced depending on how data is observed from two different views (Debons, 1988). Health information can be accepted, rejected or misinterpreted depending on the source and receiver of the information. This difference in views of information directly affects the decisions of a person since the spectrum is hierarchical. Decision-making requires knowledge for evaluating alternatives and wisdom for making choices among them (Galotti, 2002). A change in interpretation of data to information then leads to change in transformation of information to knowledge and wisdom.

Health Information in Philippine Setting

"Laughter is the best medicine" already became a household phrase, oftentimes used as a joke when someone doesn't want to take medication. However, it clearly reflects how most Filipinos view health and medicine. Health Information in the Philippine setting is very complex. It is a combination of early traditional and modern scientific practices. The early traditional practices include use of alternative and herbal medicines, and consulting an *albularyo* or a *hilot*. On the other hand, examples of modern scientific practices are undergoing a medically established treatment procedure, taking prescribed and doctor-recommended medicines, and consulting licensed physicians.

Health information also takes different formats; some are from print materials while some are passed by word of mouth. Apart from direct transfer of information, some are acquired through daily activities, known as Information Theory (Rescorla & Wagner, 1972) and experiences observed from the environment or the Observational Learning Theory (Bandura, 1965).

What makes the health information in the Philippines interesting is the co-existence of often contrasting views of early traditional and modern scientific practice. Coming from a family of medical practitioners and being surrounded by friends in the medical

field, the researcher's stand is usually towards the use of scientifically proven health information. The issue of seeking health information from alternatives instead of medical professionals, when making health decisions, has been a recurring topic even in household discussions. The issue of self-medication and evidence-based medicine also calls for attention since there has been news of popular health and beauty products confiscated by the Department of Health (DOH) for posing imminent danger or injury to consuming public (Cebu Daily News, 2011). Because of the presence of different sources of health information, some being dangerous to users, library and information specialists have the responsibility to lead health information seekers to factual information.

Libraries play critical roles in the e-health era. Serving as an intermediary in lowering the barriers to health information seeking and promoting health information literacy is one of the critical roles of the libraries. Health information produced by a variety of sources is oftentimes fragmented, making interpretation of obtained information difficult. This could lead to negative consequences, such as information overload, uncertainty, and frustration, especially on the non-medical practitioners (Parker & Kreps, 2005). Libraries are then tasked to help prevent health information seekers from being overwhelmed with the myriad of health information available to them and help select relevant and trustworthy information, and make informed decisions (Chobot, 2004)

The respondents of the study were "non-medical practitioners" in Barangay Tugatog, Malabon aged 18 and above. This excluded "medical practitioners" (defined by Philippine law under Republic Act no. 4224, an amendment to Republic Act no. 2382 or the "Medical Act of 1959") who are licensed physicians in the field of Medicine, Dentistry, and Ophthalmology. These fields have further knowledge of health information, usually taken at least six years in university to get the degree, and are the only fields allowed to prescribe to human patients. For this study, nurses, veterinaries, pharmacists and other people in the health field but are not allowed by the law to give people prescriptions are considered non-medical practitioners. Moreover, people who do not have background on health and medicine are definitely considered as non-medical practitioners.

The main reason for choosing non-medical practitioners as subject of the study is that they are unlike medical professionals who are already geared and trained to determine which health information sources are reliable. Medical professionals usually lean to using established-by-science health information when making health related decisions. Non-medical practitioners rely on other information sources for their health concerns, such as their parents, their doctor or what they read (online or in print). Unlike medical practitioners, they may or may not have the necessary value judgment toward health information and health information sources.

The idea of this study was motivated by health information in the digital age. Health information has become more accessible to people with the arrival of the digital era. Online medical communities have been established and consultations can now be done online. Libraries play critical roles in the e-health era. Serving as an intermediary in lowering the barriers to health information seeking and promoting health information literacy is one of the critical roles of the libraries. Libraries are then tasked to help prevent health information seekers from being overwhelmed with

the myriad of health information available to them and help select relevant and trustworthy information, and make informed decisions (Chobot, 2004).

Description of Methodology

The study is a descriptive in nature that used both qualitative and quantitative research techniques. The study focused on non-medical professionals aged 18 and above in Barangay Tugatog, Malabon. Basing on the total number of 7,594 registered voters as of 2010, a sample of 380 respondents was obtained. However, data from only 300 respondents were obtained due to inclement weather and respondents' busy schedule. The study used systematic random sampling and data were gathered simultaneously from three different areas: a sari-sari store, the midpoint of barangay hall and barangay center and near the boundary of Barangay Tugatog. Diseases included in WHO's and DOH's list of top infectious diseases and causes of death in the Philippines were given focus.

Observation around Barangay Tugatog was also done to find out sources of health information available to the community as well as to discover additional possible sources of health information. Observations were also conducted throughout the time when the study was being written.

Data were analyzed using descriptive statistics and Pearson's correlation evaluation. For descriptive statistics, frequency was used for the presentation of distribution of data gathered. Percentage was used to quantify the total number of respondents. Mean was used to get the data's central tendency, while standard deviation was used to get the pattern of variation of data. Correlation of independent and dependent variables was performed to determine the strength of relationship or influences of one variable to the other.

Principal Findings of the Study

Available Sources of Health Information in Barangay Tugatog, Malabon

The summary of findings that present the observed available sources of health information, both effectively used and not, in Barangay Tugatog, Malabon are listed as follows:

1. **Barangay Health Center** – There is only one health center in Barangay Tugatog and it is situated among the middle and upper class residents. The health center is not easily accessible. People need to ride a *pedicab* or tricycle, or walk a distance before they can consult the doctors in the barangay health center. The services offered by the barangay health center are not available every day. Because of limited funding, there is an allotted schedule for specific health conditions. The health center indeed lacks equipment and facilities.
2. **Privately-Owned Health Clinics** – Most of these private owned health clinics are situated among the less privileged residents. Some save up to pay for professional fees if it means comfort during consultation and speed of health care delivery.
3. **Drugstores/pharmacies** – These are usually owned by popular doctors. Because of name association, some just visit the drugstore and ask the pharmacist for appropriate health information for self-medication. They are typically situated

amongst the less fortunate residents of Barangay Tugatog, Malabon. This makes the drugstores more accessible to them than the barangay health center.

4. **Library** – The libraries in Barangay Tugatog are school libraries. Even small reading centers are unavailable in the barangay.

5. **Schools and Teachers** – Most of the health drives are initiated by the private schools around the barangay. Teachers in these schools have influence on the health related decisions by the residents, especially kids, on what is safe to eat and not. Schools serve as link to the community and the local government's health related activities. However, the decision on which activities to do for the said "awareness month" is up to the school.

6. **Barangay Sports Complex** – This is situated beside the Barangay Hall. Most of the government and private organization-sponsored health-related charity works like free vaccines, medical and dental missions, and free circumcisions are done in the sports complex. It provides a great venue for health information dissemination. All target age brackets have easy access to the barangay sports complex. Most of the announcements printed in tarpaulins are displayed along the walls of the sports complex.

7. **Internet Cafés** – These are abundant around the barangay. The services are available for cheap prices. However, they are not effectively used as source of health information. Users visit the Internet café mainly for entertainment and academic purposes.

8. **Church** – It has many attendees not only on regular Sunday Masses but also on weekday devotions. The church provides health missions for the community and announcements about it are displayed outside the church grounds. In terms of health information, the discussions on health issues are usually connected with faith. They subtly provide diagnosis on health issues through divine explanations. Church and religion also has influence on lifestyle and health preferences of churchgoers.

9. **TV and Print Advertisements** – Because Tugatog is considered an industrial barangay, most of the posters and pamphlets circulating around the barangay are commercial. The posters available in private clinics are usually commercial. Most of the residents have their own TV sets. People's preference on medicine is influenced by what is frequently seen in the television. Buyers are not aware of the generic name of the medicine and are sometimes clueless when recommended with other brand of medicine having the same generic name.

View on Health Information from Non-Medical Practitioners:

Relationship Between Dependent and Independent Variables

The instances where respondents seek health information are when they feel something odd with their body or not feeling well. This is further supported by two other findings. One is that the type of health information respondents usually seek is health improvement. The second is that respondents usually visit the doctor due to consultation on chronic or recurring pain and illnesses.

Reason	Frequency	Rank
Not feeling well	283	94.33
Out of curiosity	49	16.33
Someone else needs it	48	16.00

Table 1. Reasons Why Respondents Search for Health Information (n=300)

According to correlation evaluation, independent variables such as age, sex, educational attainment and work do not have strong relationship with dependent variables as to types of needed health information. Independent variables do not possess strong relationship with sources of health information aside from family. Age and educational attainment have moderate relationship with family that can be viewed that the respondents' dependency on family changes as they mature and acquire more knowledge.

Independent Variables	Types of Health Information			
	Health Improvement	Medical Treatment	Family Health	Sensitive Health Issues
Age	-0.05	-0.08	-0.08	0.19
Sex	0.02	-0.01	-0.02	0.00
Educational attainment	-0.03	-0.02	-0.02	0.07
Work	0.01	0.08	-0.19	0.07

Table 2. Correlation Between Independent Variables and Type of Health Information

Among available health information sources, *hilot/albularyo* ranked the lowest. The main reason why is that they lack what the first source priority doctors have. They lack expertise and credibility, as well as proper diagnosis.

Biases in Choosing a Health Information Source

Biases influence respondents' selection of sources. The strongest biases are deference to authority and attraction, which are evident in parents being one of the top sources of health information. Other influences include overconfidence bias, representative heuristic and confirmation bias.

Level of Confidence on Health Information from Non-Medical Professionals

The top 5 sources of health information according to specific health issues are doctors, parents, barangay health centers, Internet and people who have experienced the disease. As for health information from non-medical professionals, Internet has the most number of having a higher than 2.0 rating. Parents follow closely, as well as friends and acquaintance. *Hilot* or *albularyo* got the lowest level of confidence. It only has one higher than 2.0 rating when 3.0 is the highest possible rating.

Regarding the least used sources of information, easy access and availability are the reasons for being not usually prioritized. There are no public libraries in Barangay

Tugatog, Malabon. Since there are only school libraries, the libraries are not easily accessible to the public. This also gives the notion that libraries are only for academic purposes.

Perception on Health Information from Medical Professionals

Doctors are the consistent top source of health information. They have the highest frequency percentage of ranking first among other sources of health information. When searching for health information for sensitive health issues, they are also the usual first source priority. Most of the respondents choose to believe doctors in the presence of contradicting health information from non-medical professionals because they are more expert in the field of health and medicine. They are also perceived as better provider of health information since they can answer follow-up queries for better understanding of needed health information.

Though respondents have high level of confidence on health information coming from their prioritized sources, they still choose not to share the health information they have to other people. They mainly choose to keep the health information to themselves because of fear. They fear giving inappropriate health information that can lead to misdiagnosis.
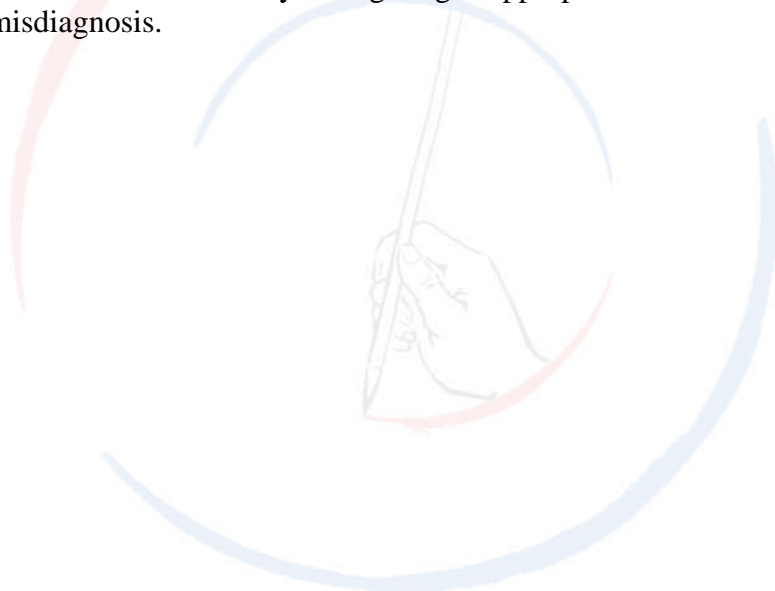
Conclusion

What types of health information do the non-medical practitioners of Brgy. Tugatog, Malabon usually seek?

Respondents usually seek information on health improvement. The search for health information is usually instigated when the seekers feel something wrong with their body like chronic and recurring pain and other illnesses. The other types of health information that respondents seek are for family health, medical treatment and sensitive health issues.

What possible sources of health information do the non-medical practitioners of Brgy. Tugatog, Malabon consider?

Basing on the results of the gathered data, it shows that there are at least 25 sources that respondents consider when looking for health information, namely:

- doctors
- parents
- clinics
- neighbors
- people (acquaintances) who experienced the disease
- relatives who experienced the disease
- Internet
- friends (in general)
- family/relatives
- health centers
- hospitals
- herbal medicines
- pharmacies
- nurses
- radio
- TV
- authorities/specialists
- special institutions
- celebrities (product endorsers)
- posters
- God
- books
- newspapers
- libraries
- hilot/albularyo

What are the factors that affect the non-medical practitioners of Brgy. Tugatog, Malabon's selection of sources of health information?

The sources listed above are not randomly selected. The attributes of the health information sources are taken into consideration when selecting possible sources of health information. Being reliable is the most important quality the respondents

consider when selecting sources of health information. The manner of delivery of health information also affects the use of sources of health information. Easily accessible sources are more frequently used than those which are not. Source selection is also influenced by the speed of delivery of health information and the ease of use of the information source.

Personal biases usually affect the respondents' selection of sources of health information. The dominant biases are deference to authority and attraction. Health information seekers can be influenced by or comply with someone who is in authority or shows signs of authority as seen in the case of parents (Meichenbaum & Price, 1988). Other influential biases are overconfidence, confirmation and representative heuristic.

What is the order of priorities of source of health information do the non-medical practitioners of Brgy. Tugatog, Malabon consider as to type of information source?

The nature of needed health information also affects the order of priorities of source of health information. For sensitive health issues, respondents choose doctors, parents, barangay health centers, Internet, and people who have already experienced the disease are the top choices. The more complicated the needed health information becomes, the more authoritative the source should be.

What are the bases of the non-medical practitioners of Brgy. Tugatog, Malabon in selecting which source of health information to follow/believe?

Health information from medical professionals is more likely chosen over health information coming from non-medical professionals. They choose to believe the source that has expertise on the needed health information and is already tried and tested. For some who have a hard time deciding between medical and non-medical professionals, they search for more sources. The health information source that matches the third source will be the one accepted.

What factors influence the decision of non-medical practitioners in choosing the most appropriate health information?

After analyzing the data gathered for this study, it was found out that there are three main factors that influence the decision of non-medical professionals in choosing the most appropriate health information. These are the attributes of sources of health information, personal biases and the nature of needed health information.

References

Afolabi, A. (2008). Factors influencing the pattern of self-medication in an adult nigerian population. *Annals of African Medicine, 7*(3), 120-7.

Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology, 1*, 589-596.

Cebu Daily News (2011, August 9) DOH to confiscate mercury-loaded whitening creams. *Inquirer.* Retrieved April 27, 2012 from http://newsinfo.inquirer.net/38751/doh-to-confiscate-mercury-loaded-whitening-creams

Chobot, M. (2004). The challenge of providing consumer health information services in public libraries. Washington, D.C. : American Association for the Advancement of Science. Retrieved September 7, 2012, from http://www.healthlit.org/pdfs/AA ASFINAL.pdf

Debons, A. (1988). *Information science: an integrated view*. Boston, Mass.: G.K. Hall.

Devlin, K. (1999). *Infosense: turning information into knowledge.* New York: W.H. Freeman.

Escoffery, C., Miner, K. R., Adame, D. D., Butler, S., & Al, E. (2005). Internet use for health information among college students. Journal of American College Health, 53(4), 183-8.

Meichenbaum, D., Price, R., Phares, E.J., McCormick, N. & Hyde, J. (1988). *Exploring Choices : the psychology of adjustment.* Glenview, Illinois : Scott, Foresman and Company.

Pettigrew, K. and Wilkinson, M.A. (1996). Control of community information: An analysis of roles. Library Quarterly, 66(4), 373-407.

Rescorla, R. A. and Wagner, A. R. (1972). A theory of Pavlovian conditioning: Variations in the effectiveness of reinforcement and nonreinforcement. In A. Black & W. F. Prokasy (Eds.), Classical conditioning II : Current theory and research. New York : Appleton-Century-Crofts.

Contact email: asherel.zaide@gmail.com

Performing Textual Power: Messy Text and Autobiographical Performance in *Sun, Moon and Feather*

Yi-jou Lo, Wenzao Ursuline University of Languages, Taiwan

Abstract

George Marcus dubs "messy text" in his study of contemporary ethno-writing with "an open-endedness, an incompleteness, and an uncertainty about how to draw a text/analysis to a close" (1998: 188). Gudmundsdóttir as a result develops and affirms that "Autobiographies can, for instance, create the illusion that we are present to something that happened earlier" (6) and thus "a degree of fictionality" is also allowed.

When on stage, Spiderwoman Theater, the everlasting indigenous theatrical group, loves to put various tools and devices on stage, to most audience, seemingly to construct a fictitious world. However, Spiderwoman Theater claims to depict the "different sides of the same story" (Borst 77). Summing up these tools and devices as texts for study, the paper, taking Spiderwoman Theater's *Sun Moon and Feather* as a result aims to explore how these multiple texts as messy texts have mapped an open-ended, indigenous world to help Spiderwoman Theater to memorize, to de-memorize and finally, to be self-healed.

Keywords: Spiderwoman Theater, Messy Texts, *Sun Moon and Feather*

The Spiderwoman Theater (Kuna/Rappahannock), founded in 1975, is composed by three sisters, Lisa Mayo, Gloria Miguel and Muriel Miguel. As the aforesaid, the three sisters have Spiderwoman as the theatrical name from a Hopi goddess, Spiderwoman. In fact, the three sisters learn the Hopi story from one of their good friends, Josephine Mosfie, who was good at weaving and telling stories. As the result, Spiderwoman Theater members employ story-weaving in their theatrical performance and story-weaving has become their signature.

Spiderwoman Theater, perhaps to some audience's amazement, started as a political-oriented theatrical group. In an Interview with Ann Haugo, Muriel Miguel indicates that

> When I started my own group, it was definitely as a feminist group…. And then it became obvious,… that week, all of use, were not living middle-class lifestyles…and all of us were outcasts within the feminist movement…. So we had to stand firm on who we were. So we started to define ourselves. We were not White people. We were women of color… And that is the reason why it eventually turned into a native theater. (2002: 228)

With their realization of their Native identity, Spiderwoman Theater perform plays composed by themselves and most plays are closely related to their tribal life—from *Winnetou's Snake Oil Show from Wigwam City*, *Reverb-ber-ber-ations*, *Pipe Powers*, *Persistance of Memory* to *Sun, Moon and Feather*: *Winnetou's Snake Oil Show from Wigwam City* is about the three sisters' Indian shows in their early childhood; both *Reverb-ber-ber-ations* and *Pipe Powers* are the interweaving of the tribal ritual and the three sisters' life stories; *Sun Moon and Feather* specifies exactly the three sisters' life experiences from childhood to adulthood while the latest published play, *Persistance of Memory* is a combination of citations of the previously mentioned four plays with songs and music the three sisters have learned and loved.

Simply put it, the way how Spiderwoman Theater members autographically perform their life is different from the general definition of autographical writing. For example, the chronological order required in an autobiography cannot be seen in Spiderwoman Theater's plays; secondly, the rich employment of myth, dance and music in Spiderwoman Theater's performance may not correspond to the general definition of the real life experience in an autobiography. Nevertheless, the borderline between reality and fictitious part in an autobiography deserves a further contemplation.

Gunnthórunn Gudmundsdóttir in her *Borderline*, regards fictionality an intrinsic part of the autobiographical writing. She proposes that not only memories but also what has been forgotten deserves a further contemplation in autobiography. Thus, being achronological, seemingly fictional, does not mean the writing is anti-autobiographical. Similarly, George Marcus, an American anthropologist reveals that a postmodern ethnological writing is never close and stable; on the contrary, Marcus coins a term, messy text, to proclaim "an open-endedness, an incompleteness, and an uncertainty" in drawing a text (1998: 188)—a definition proclaiming a new perspective of the real and the fictitious even in a genre in which being real is the top priority.

To this extent, Spiderwoman Theater's plays and their performance echo the achronological, open, messy but still autobiographical definition. In *Sun, Moon and Feather*, a video film, a recorded tape and a mola quilt as well as the three sisters' performance are juxtaposed on stage. What's more, pieces of music as Mozart's K. 546 Adagio a dFugue in C minor, Massenet's *Elegre*, Fred Astaire's Dance, a movie song, "Indian Love Call" and a song titled as "Trees" are listed and mentioned. In *Persistence of Memory*, more are mentioned as tango music like Gerardo Matos Rodriguez's *La Cumparsita*, Mariano Mores *Tanguera*, and Astor Piazzolla's *Oblivion*; theme song of a film as *A Pretty Girl is Like a Melody;* percussive music like *Ostinato Pianissimo;* a Rumba (*Overture*); a low-level symphony (*Some Are*); a rock song (*Comfortably Numb*); and finally a pop song (*My Blue Heaven*). These lyrics reveal *Persistence of Memory* and *Sun, Moon and Feather* not so much a fictitious play about Spiderwoman Theater as a performance encompassing the tribe, including present, past and future generations.

In this paper, therefore, we will illustrate Spiderwoman Theater's contemporary presentation and representation of their past life by means of a myriad of texts (messy text), from choreography, music, and ritual dance and so on to argue Native Americans' multi-sidedness in their life writing/performance. Before this, I would first of all explore the meanings of messy texts and how they are applicable in understanding Spiderwoman Theater's autobiographical performance.

Messy Texts and Autobiography

"Messy text" is firstly dubbed by George Marcus, an American anthropologist. Originally, he coined the term with a postmodern ethnological writing. Marcus defines,

> [M]essy texts are messy because they insist on an open-endedness, an

incompleteness, and an uncertainty about how to draw a text/analysis to a close. Such open-endedness often marks a concern with an ethics of dialogue and practical knowledge that a work is incomplete without critical, and differently positioned, responses to it by its (one hope) varied readers. (1998: 188)

This quotation gives at least two major points upon messy texts: first of all, it is not supposed to be of a certain ending but to be unfinished-like in the plot; secondly, it is dialogical and reflexive, in consequence, it should be a self narrative which can also be very autobiographical.

The open-endedness and self-reflexiveness in fact are quite popular to postmodern scholars due to a changing view of epistemology. Bergson explains, "To know a reality in the ordinary meaning of the word 'to know', is to take ready-made concepts, apportion them, and combine them until one obtains a practical equivalent of the real" (1992: 137). The very idea of "to know" puts more attention upon situation and context than upon human mind and body. Therefore, Donna Harraway entitles her paper as "situated knowledge" (575-99). Michel Foucault in *The Archaeology of Knowledge* points out historians, while aiming at finding something "stable…[and] indestructible", merely dig out "[the] reversed after centuries of continuity" (3). Foucault deliberates that in fact ""Knowledge is that of which one can speak in a discursive practice" (182).

The previous definition of messy texts by Marcus in fact is often applied in postmodern ethnography. Traditionally, ethnographic writing is supposed to be objective, neutral and emotionless. However, Marcus does not think it quite possible to be completely neutral once researchers are involved. To avoid the limitation, Marcus thus proposes messy texts, namely, various texts including researchers. Eva Nyström explains that "A messy text moves back and forth between description, interpretation, and voice, and, like this text, it has narrative strains" (1). The personal and reflexive narrative, thus, can be used as "a tool to gain a new perspective" (Finlay, 2002b, 543) because these are texts "that are aware of their own narrative apparatuses, that are sensitive to how reality is socially constructed, and that understanding that writing is a way of 'framing' reality" (Denzin 224). Van Maanen concludes that the aim is "to braid the knower with the known" (Van Maanen, 1988, p. 102). Phenomenological speaking, the usage of messy texts teaches us that to know others, we need to know those who study others, namely, the we-researchers. The borderline of ethnographical texts is blurred.

Likewise, the study of identities and identification is not fixed. Bucholtz and Hall propose that identity "is best viewed as the emergent product rather than the pre-existing source of linguistic and other semiotic practices"(2005: 588). Stuart Hall's statement reverberates, "[I]dentities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply constructed across different, often intersecting and antagonistic, discourses, practices, and positions. They are … are constantly in the process of change and transformation" (4). All these above mentioned advances the overthrowing of fixity in self-identity narrative, namely, in autobiography. Gunnthorunn Gudmundsdottir's *Borderline* thus sets a good example.

When Hall indicates that "Identities are therefore constituted within, not outside representation" (4), Gudmundsdóttir affirms that "conventions of representation" are "in some sense always already made-up" (6). She furthers,

> Autobiographies can, for instance, create the illusion that we are present to something that happened earlier. This happens for instance when autobiographers attempt to write from the viewpoint of the past….. it highlights the problem of the representation of the past, as the past is always in one way or another already mediated. Autobiographers often attempt to retrieve a sense of the past, and the method they choose for that retrieval can involve a degree of fictionality.

Gudmundsdóttir intentionally chooses texts that are "not all what one might call 'straight-forward' autobiographies, since some of them have as their primary subject not the writer him- or herself but his or her parents or parent" (8). In her examination of Hellman's book, *Scoundrel Time*, she even explores "forgetting" as an important issue in autobiographical writings on the account that what "the autobiographer consciously forgets" can be meaningful in life writing (36). It is therefore, not surprising for Gudmundsdóttir to declare that fictionality is necessary in autobiographical writing because "Autobiographers often attempt to retrieve a sense of the past, and the method they choose for that retrieval can involve a degree of fictionality" (5).

Sun Moon and Feather

To begin with, the difficulty in summarizing *Sun, Moon and Feather* foretells the uncertainty in the play. Generally speaking, *Sun, Moon and Feather* is a play of the three sisters' growth. Lisa, in the interview by Larry Abbott, proclaims that this play is "our life story" (170) which bring the play with the connection of the genre of

autobiography. None the less, the plot arrangement of *Sun, Moon and Feather* has broken the general opinion of an autobiography. *Sun, Moon and Feather* is made up by different events briefly divided into three sections: first, three sisters' memories; second, three sisters' memory of getting with parents and finally three sisters' outlook of the future.

The three sisters used to play without their parents accompany in three sisters' memories. Therefore, they would like to play doll house (290-91); in the meantime, they were also sad because their parents always missed dinner (291). Quarrel happened without surprise. These sisters had arguments upon who was born first, second (302, 305); who suffered the most (300), who refused to listen (303) and who always maltreated whom (303-4). Eventually, they even cursed and wish others to die. After growing up, they did not thus lead a happy life—Lisa got a broken marriage (301), Gloria questioned her own competence (296). Nevertheless, not all memories were as suffocated. For example, Lisa and Gloria showed concern about Muriel (296); they always spent time sharing with each other their future and especially their expectations of marriage.

As to their memories of their parents, they retrospected the time when their father taught them how to survive (298), how the three sisters were violently abused when their father was drunk and the death of their parent. Gloria confessed she had almost forgotten the look of the mother (313). Yet, the bemoaning was ended when all of a sudden, Muriel talked something about the weather. The curtain is off when the three sisters are singing "We Three sisters" (314)

When it comes to a deeper analysis of the opening and ending, *Sun, Moon and Feather* demonstrates itself a true messy text. The first word of the play, "so" (290) is spoken by Lisa while the last sentence is by Lisa again, "It's warm today" (314). In actuality, "It's warm today" sounds like a good starting of chat, while "so" is frequently a conjunction after a pre-told narration. The truth is—the play can be re-performed by exchanging or even a different opening and ending. That is, *Sun, Moon and Feather*, based on Marcus's definition, is a play of openness which unconceals "the potentialities of the empirical materials" and "produces some new opportunities for thinking" (12) as pointed out by Alexander Styhre in his deliberation of messy texts. He furthers,

> Messy texts should also be able to offer texts on fluid, fluxing, and inherently changing processes. In traditional writing, reality is conceived of as being composed of stable, separated entities that can be given proper

names. In messy texts acknowledging fluidity, organizations are in a state of becoming, therefore putting demands on the writing practices in terms of capturing change. (12)

Styhre gives Deleuze's idea of stutter to support the "frustrating" language in a messy text; however, Gilles Deleuze and Félix Guattari's rhizome is more applicable in reading *Sun, Moon and Feather*. According to Deleuze and Guattari, "A rhizome has no beginning or end; it is always I the middle, between things, interbeing, intermezzo" (27). A rhizome is different from a tree: the former is "alliance, uniquely alliance" while the latter, "filiation" (27). If a tree is the center of a plant, then, rhizome is the a-center (or de-center). Therefore, as there are various rhizomes underground, there are also a variety of plots in *Sun, Moon and Feather*.

Deleuze and Guattari's rhizome as the depiction of the multiplicities in postmodern world can be in tune with the various plots in *Sun, Moon and Feather*; so can it reverberate the multiple music allusion in the three sisters' play. All members of Spiderwoman Theater have taken courses in choreography, music, and performance. Incorporation of pieces of music is also one of Spiderwoman Theater's signatures. As a result, these poetic works (including music, songs and poems) have become part of the three sisters' life. To analyze the power of texts, these poetic works should also be included.

In *Sun, Moon and Feather*, music pieces the three sisters' have utilized are organized in Table 2. We will analyze the significance of these texts one by one.

Table 2. Musical pieces used in *Sun, Moon and Feather*

NO	The cited music	Function	Page
1.	Mozart's K. 546 Adagio an dFugue in C minor	Played with the poverty tape and the play house fantasy game. .	290
2.	Massenet's *Elegre*	On the three sister's tough life	298
3.	Fred Astaire's Dance	Re-entrance of Gloria who is welcome by the other two sisters.	299
4.	A movie song, "Indian Love Call"	Mimicry of the movie by Jeanette MacDonald and Nelson Eddy	309-11
5.	"Trees" by Joyce Kilmer	Gloria remembers this song taught by Mama but she cannot remember it clearly	313

The starting of the play tells a "crowded" situation: in addition to the three sisters' performance, there are still a mola on stage, a tape telling the poor life and a silent video telling the happy days when they were back to home, Kuna in Panama and then, music/songs/poems are used intermittently. For the usage of mola, tape, video, please check my book of *Going Indigenous*. As to the poetic works utilized, first of all, we have two pieces of classic music: Mozart's K. 546 Adagio an dFugue in C minor is one and Massenet's Elegre the other.

Anyone who knows the two pieces of music should reach conclusion of the sad tone. Despite that the three sisters must have learned these pieces of class music in their juvenile time, namely, life was not as poor as when they were just kids; these two pieces of sad music apparently demonstrate the sorrow of those younger days. Massenet's Elegre, especially seems to foretell the never ending of poverty and torture. However, Mozart's music depicts another side of the three sisters' early life.

Mozart, a great musician as the one for his kind only, however, did not start from nothing. K. 546 Adagio an dFugue in C minor in Mozart's music life in fact is said to be an imitative work from Bach. To this extent, Spiderwoman Theater seems to purposely initiate their life depiction by imitation. It is just like a recording of their music enlightenment in which, a simulation is not to be avoided but needed.

After two sad music, surprisingly, Fred Astaire's Dance is utilized on stage. Astaire's *Dance* definitely is a song of jubilation with Astaire's tapping signature all the time. However, again, Astaire's dancing is not used just to denote the three sisters' happier life while growing up. On the contrary, the tapping dance is employed with two significant implications. First of all, when tracing back to the origin of the tapping, we may know its Irish starting. Yet, the American style of tap dance has a different story. Originally when African Americans were shipped to a land they never knew. According to Mark Knowles, during that time, "drumming was banned to prevent uprisingings, African slaves were deprived of their traditional means of communication" and thus, they "[u]sing the body percussively in an attempt to mimic the sophisticated rhythms and cadences of drums included elaborate use of heel and toe beats and eventually grew into what we know as tap dance" (Mark Knowles 39). Namely, the tap dance, sounding happy, is of the connotation of bodily restriction—on the one hand, the dance originates from a banned communication; on the other, when dancing, dancers mostly move their hands and feet violently but their heads especially their necks may stay in the same gesture. The partly body stiffness is the double demonstration of bodily restriction of the minority.

Not only the dance but also the dancer responds to the three sisters' autobiographical life. Fred Astaire is said to be natural in dance and music and so is his sister. As a result, they were trained in vaudeville shows. By coincidence, the three sisters were forced to play in circuses. One of the three sisters' play, Winnetou's Snake Oil Show from Wigwam City is another autobiographical performance of their circus days which in fact are said to be their poor life in the tape of poverty. The tap dance may demonstrate the three sisters' transformation (from sorrow to happiness); the origin of the tap dance and the background of the dancer, nevertheless, discover another aspect of the three sisters' life.

The fourth song "Indian Love Call" is renown in a movie. Based on the name, the song is often considered as a love calling song of a couple. However, neither the composer nor the song itself is related to Indians. The misunderstanding and the implication of the very song have been discussed many times. Please check *Going Native* for more information.

The fifth song, "Trees" is originally from a poem made by Joyce Kilmer. It is like a praying song in which a woman is praying, understanding the power of God, wishing to be inspired and blessed by God. The very song is apparently of different hue in comparison with the previous four usages. First of all, with its religious background, the song apparently tells the conversion of the three sisters while growing up.

Conclusion

Vizenor quotes George Russell that "Individual identity is… a fiction, having no center, no clear boundaries" (1993: 194). In *Sun, Moon and Feather*, Spiderwoman Theater first of all manipulates messy texts to disorganize the plot list to create an on-moving story and to construct an indigenous-oriented narrative. The "messy" plots and the multi-media incorporation outstand *Sun, Moon and Feather* as an indigenous play which conjures up a different vision/revision of the three sisters' life story. Next, Spiderwoman Theater makes use of a traditional craft, mola, to summon up ancient culture on stage and then, to dismantle the border between a realistic world and a mythical world. Diane Glancy depicts,

> A native play is often orbiculate. To circle back to terms: realized improbabilities probably describes the network of possibilities for the unlikely elements of the topography of the native stage. The improbable happenings that fill the native stage. The acceptable improbabilities. The indirect directions. Blizzard, the cold and heat…., -- all the other upheavals of native theatre. (130).

The on-stage performance of *Sun, Moon and Feather* is at once past (their memories), and constantly present (their present performance). The juxtaposition of the probabilities (or realities, i.e. Spiderwoman Theater's past memories) and improbabilities (referring to the fictional part) thus formulates a tribal discourse where categorical limitations are dissected and disrupted.

References

Abbott, Larry. "Spiderwoman Theater and the Tapestry of Story." *The Canadian Journal of Native Studies* 16.1(1996): 165-60. Print

Allen, Paula Gunn. "The Sacred Hoop: A Contemporary Indian Perspective on American Indian Literature." Literature of the American Indians: Views and Interpretations . Abraham Chapman, ed. New York: New American Library, 1975. 111-36. Print.

Bergson, Henri. *The Creative Mind: An Introduction to Metaphysics*, New York: Citadel Press, 1002.

Blaeser, Kimberly M. *Gerald Vizenor: Writing in the Oral Tradition*. Norman: University of Oklahoma Press, 1996.

Bondi, L. et al. *Subjectivities, Knowledges, and Feminist Geographies*. Oxford: Rowman & Littlefield, 2002.

Borst, Murielle. "Spiderwoman Theater's Legacy." *Performing Worlds into Being: Native American Women's Theater*. Ed. Ann Elizabeth Armstrong, Kelli Lyon Johnson and William A. Wortman. Oxford, Ohio: Miami University P, 2009. 75-87. Print.

Deleuze, Gilles. *The Fold: Leibniz and the baroque*, Minneapolis: University of Minnesota Press, 1993.

Deleuze and Guattari. *A Thosuand Plateau: Capitalism and Schizophrenia*. Trans. And Foreword by Brian Massumi. Minneapolis, MN: University of Minnesota Press, 1987.

Foucault, Michel. *The Archaeology of Knowledge and the Discourse on Language* Trans. A. M. Sheridan Smith. New York: Pantheon Books, 1988.

Glancy, Diane. "The Woman Who was a red Deer Dressed for the Deer Dance." *Seventh Generation: An Anthology of Native American Plays*. Ed. Mimi D'Aponte. ew York: Theatre Communications Group, 1999. 270-89.

Gudmundsdottir, Gunnthorunn. *Borderlines: Autobiography and Fiction in Postmodern Life Writing*. New York: Rodopi, 2003.

Haraway Donna. "Situated Knowledges: the Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14 (1988):575-99.

Haugo, Ann. "Persistent Memories: An Interview with Spiderwoman Theater." *Performing Worlds into Being: Native American Women's Theater*. Ed. Ann Elizabeth Armstrong, Kelli Lyon Johnson and William A. Wortman. Oxford, Ohio: Miami University P, 2009. 60-74. Print.

----. "Weaving a Legacy: An Interview with Muriel Miguel of the Spiderwoman Theater." *The Color of Theater: Race, Culture and Contemporary Performance*. Ed. Roberta Uno with Lucy Mae San Pablo Burns. London: Continuum, 2002. 219-36. Print.

Marcus, George. *Anthropology through thick and thin*, Princeton: Princeton University Press, 1998.

---. "What Comes (just) after 'Post'? The Case of Ethnograph." Handbook of Qualitative Research.. N.K. Denzin & Y.S. Lincoln eds. Thousand Oaks, CA: Sage, 1994. 575-86.

Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. London: Granta Books, 1992.

Scholes, Robert and Robert Kellogg. *The Nature of Narrative*. London ; New York: Oxford University Press, 1968.

Snyder, Michael. "Gerald's Game: Postindian Subjectivity in Vizenor's *Interior Landscapes*." *Gerald Vizenor: Texts and Contexts*. Ed. Deborah L. Madsen and A. Robert Lee. Albuquerque: University of New Mexico Press, 2010. 46-66.

Spiderwoman Theater. *Sun, Moon, and Feather*. *Stories of Our Way: An Anthology of American Indian Plays*. Eds. by Hanay Geiogamah and Jaye T. Darby. LA: UCLA American Indian Studies Center, 1999. 287-314. Print.

Vizenor, Gerald. *Fugitive Poses: Native American Indian Scenes of Absence and Presence*. Lincoln, Neb.: University of Nebraska Press, 1998.

---. "Trickster Discourse: Comic Holotropes and Language Games. *Narrative Chance: Postmodern Discourse on Native American Indian Literatures.* Ed. Gerald Vizenor. Norman: University of Okalahoma Press, 1993. 187-212.

Styhre, Alexander, Organization Creativity and the Empiricist Image of Novelty. Creativity and Innovation Management, Vol. *Creativity and Innovation Management*, Vol. 15, No. 2, pp. 143-149, June 2006

Computer-Assisted Memory Retention

Alfred Loo, Lingnan University, Hong Kong
C. W. Chung, Lingnan University, Hong Kong
Alan Lam, Lingnan University, Hong Kong

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

This paper presents a computer system which can enhance student's abilities to transfer information from their short term memory to long term memory. We also discuss the design and results of our experiment with the computer system.
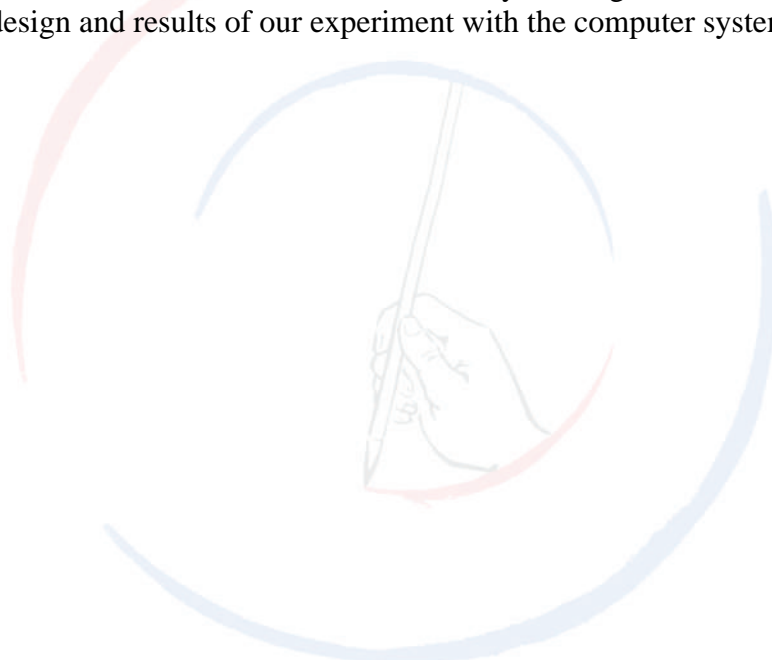
iafor

The International Academic Forum
www.iafor.org

Introduction

Educators encourage students to think creatively. However, students still need to memorise a large amount of information for studies and examinations, particularly in language learning. For example, they need to remember a large amount of vocabularies and rules of grammar before they can write a paper. Unfortunately, however, the majority of them are frustrated because they encounter problems for memory: It is easier to forget than to remember.

We present a computer system which aims at helping learners with items retention in long-term memory using animation and audio presentations. It will help learners associate vocabulary with images, monitor and assess their progress by giving interactive practices and posttests after each lesson. Students can repeat practices according to their needs or instant comments given by the virtual vocabulary tutor.

Cognitive theories about ways for storing information

Human memory has different forms. According to Aben et al. (2012), Cowen (2008), Martinez (2010) and Norman (2002), one form of human memory is defined as 'long-term memory', which is durable with a huge capacity. With the huge capacity, long-term memory stores many pieces of knowledge such as names, facts, and records past events and life experiences. Another form, known as 'short-term memory', is a temporary storage of information with a limited capacity. It holds a limited amount of information within a short time.

Working Memory

It should be remarked that there is another form of human memory, known as 'working memory'. Although a few authors such as Martinez (2010) and Norman (2002) did not mention the existence of working memory in their works, most studies acknowledge the existence of working memory (e.g., Aben et al., 2012; Cowen, 2008; Gathercole and Alloway, 2006; Nadel and Hardt, 2011). Unfortunately, sometimes it is difficult to distinguish short-term memory even they have different definition (Cowen, 2008 and Aben et al., 2012). This paper, as with most other studies (e.g. Cowan et al., 2005; Ranganath and D'Esposito, 2005; Postle, 2006), uses the definition by Baddeley (1992), who defined working memory as "the maintenance and controlled manipulation of a limited amount of information before recall" (Aben et al., 2012).

Despite whether working memory exist or not, it is commonly agreed that new information are passed through different stages to long-term memory (Aben et al., 2012, p.1). Martinez (2010) explained the flows between forms of memory as: When information flows from short-term memory into long-term memory, it processes 'learning', which preserves information in long-term memory for a long time. On the other hand, when information flows from long-term memory into short-term memory, it processes 'remembering', which happens whenever we think back on a piece of knowledge.

Both 'learning' and 'remembering' processes requires time and effort. Since we store only a selected portion of experiences into long-term memory, we do not remember all the information we experience (Martinez, 2010).

Visual Memory

It is believed that the memory consists of the visual-spatial sketch pad, which stores and manipulates visual-spatial materials. Thus, information presents visually would help learners to make a match between those images and words, and helps them recognize and memorise words more easily. Moreover, these visual images can also serve as cues for retrieving information from long-term memory, as they are similar to real objects.

It also suggests that information in memory may be stored in two forms, verbal codes and imaginal codes. With the help of those visual and audio presentations, the information can be stored and remembered better according to the Dual Code Theory (Beacham et al., 2002).

Our mind holds not only words, but also images and sounds (Martinez, 2010). The 'learning' process can be enhanced if we associate items with pictures and sounds (Balota and Marsh, 2004). Computers can definitely be effective aids in this area.

Computers can display special effects of visual representations such as animations on the screen. Audio representations such as pronunciations and real-time spoken comments can be played from the audio clips. In other words, computers can provide interactive multi-media learning environment which are totally different from books with plain text and still pictures for human. Thus, multi-media technologies may provide memory traces to assist human in storing items in long-term memory.

Related Works

Many organisations around the world provide memory training programmes. The common rationale through these programmes is that memorisation is not gifted. It can be trained by effective memorise skills and practices in order to fully exploit the potential of human's memory. They also emphasised the strategies are designed on the basis of the cognitive theory.

The aforesaid training programmes highly promote their course curriculum is well-structured and designed on the basis of the psychological theory about memory. However, not all programmes utilise computers as the medium.

Most training programmes that do not use computers are group-based, i.e. train memory in classes. The instructor would deliver the strategies through games and activities instead of uninterrupted lectures. As the class sizes are big in most cases, individual's learning processes can hardly be determined. In other words, it would be very difficult for teachers to accommodate individual differences since the instructor may not able to monitor the individual learning process in a big class. Research shows that there is a need for enhancing learning process effectiveness and efficiency in higher education (Garrison & Vaughan, 2007), but their teaching practice has not yet completely integrated monitoring and feedback session into the course curriculum and

activity. In this sense, learners may not exactly know their strengths and weaknesses during the whole process. The effectiveness of these courses may thus be hindered.

In recent years, organisations started using computers as a medium of memory training. Various commercial computerized memory training programmes have been made available. One example of these programmes is Cogmed (http://www.cogmed.com/). Cogmed uses an interactive platform with a highly animated user interface to train users' working memory with different brain exercises (games) involving both visuospatial and verbal working memory tasks. Each user is followed up with a specialist who is referred to as a 'Coach' (pragya, 2012; Melby-Lervag and Hulme, 2012). Another example is known as branded as CogniFit (http://www.cognifit.com/). CogniFit trains users' working memory through numerous brain games and cognitive assessments provided online. CogniFit is free to use, and users can add specific applications to their training for as low as US$4.99 (CogniFit, 2012). The providers of these two programmes claimed that the programmes are scientifically-proven to work.

There has been a great debate on the effectiveness of these memory training programmes. A number of studies suggest that the capacity of working memory can be expanded through training (e.g. Klingberg et al., 2005; Morrison and Chein, 2011; Verhaeghen, Cerella, and Basak, 2004; Westerberg et al., 2007). Morrison and Chein (2011), for example, stated "the results of individual studies encourage optimism regarding the value of working memory training as a tool for general cognitive enhancement" (p.46). Takeuchi et al. (2010) observed that working memory training indeed impacts structural connectivity of the brain. They argued working memory training improved the structural integrity of the white matter region in the parietal regions and the region close to the corpus callosum. They believe that these structural changes may underlie the enhancement of working memory capacity and other cognitive functions (p.3297).

However, there are some skeptical researchers such as Morrison and Chein, Shistead, Redick and Engle (2010, 2012). They believed the results are inconsistent because of inadequate controls and ineffective measurement of the abilities (2010, p.245). They argued that transfer of working memory training has to be demonstrated using a wider variety tasks, and there is a need to direct demonstrate that the capacity of working memory indeed expanded through training (2012, p.1). Most promising results (e.g. increased intelligence) cannot be interpreted as changes in working memory capacity" (2012, p.1). In their meta-analytic review, Malby-Lervag and Hulme (2013) concluded that current training programmes can only produce short-term improvements working memory tasks. It is worth notice that, according to Malby-Lervag and Hulme (2013), no convincing evidence proves that memory training programmes give durable effects (p.283).

Formative assessments and effective feedbacks can let students self-regulate their learning (Nicol & Dick, 2006). In this sense, the importance of formative assessment and feedback is again pinpointed. Providing constructive and effective feedbacks as well as tests for learners during the learning process are crucial for facilitating them to manage their learning. While they better understand what they retrieve and perform in the learning process, they can take control of their learning. The proposed computer system will be developed by integrating this belief and providing different interactive

capabilities including drill and practice and test taking, etc. The details of our approach will be further explained in the next sections.

Experiments

This project aims at improving the deeper level of processing by using the computer. Students were invited to participate in various experiments. During the experiment, students selected a learning domain according to their interest and needs. By displaying animations on the screen, learners can associate them with the related items.

This system will provide memory traces by displaying visual and audio presentations for vocabulary acquisition systemically. Interactive practices will be given according to users' performance so as to accommodate individual differences and to consolidate the taught items. With the help of those visual and audio presentations, information can be stored and remembered better (Wu & Wu, 2008). In other words, it makes word retention no longer difficult again.

In this sense, this system supports a good strategy for storing items in long-term memory. More importantly, users can make use of the system according to their needs anytime and anywhere. It is cost-effective in terms of money and time.

English is used as the first target because of the following reasons. It is easier to measure the memory retention of English vocabulary. Moreover, English vocabulary acquisition is very useful to students and thus it will motivate them to participate in experiments. In the computer system (Figure 1), a virtual vocabulary tutor tells learners whether he/she has identified English vocabulary with the help of visual and audio presentations successfully. Spoken comments are given by the tutor as well. If he/she fails in a vocabulary test after a lesson, the tutor encourages them to do more practices till he/she reaches the level preset. If he/she achieves good results in a test, the tutor will recommend him/her to have lessons in other learning domains. Finally, learners will be tested for the taught vocabulary with no preparation after months to check whether they can retain words in long-term memory.

Students were divided by two groups and the first group acted as a pilot group. They used the computer system with animation. After a period of time, they were retested the taught items again to check their memory retention. Results were collected for assessing the effectiveness of the proposed computer system. The performance of the pilot group was used to compare with the second group using software package which display still pictures only.

According to the final test results, the average performance of the group with animation was 20% better than the second group. It proves the feasibilities of using animation to transfer information from short term memory to long time memory.

Stage	Purpose(s)	Action(s)
Introduction	To select the learning domain according to the participant's interest and needs.	The virtual vocabulary tutor introduces lesson objectives to participants.
Lesson(s)	To associate visual and audio presentations with English vocabulary.	Images are displayed with vocabulary items on the screen and the their pronunciation were also be played.
Practice(s)	To ensure the participant has associated words with their visual and audio representations successfully in each lesson.	Interactive practices are be given for practicipants.
Test	To assess his/her performance in the test.	Participants are tested to check whether they understand the words and their usage or not. - If yes, he/she can proceed to other learning domains. - If no, he/she may need to do more practices till he/she reaches the level preset.
Retest	To assess whether the participants can retain words after a period of time by testing them the taught items.	Participants are retested again after a period of time.

Figure 1: Stages of the Experiment

Future Research

Autistic students and hearing impaired individuals are deficient in vocabulary and thus made them have difficulties in communicating with people. After proper modification of this computer system, they can use this system for their learning. Since visual and audio presentations are provided, they can learn words more easily. The practices also help them consolidate the taught words in an interactive way. Thus, it can help storing words in long-term memory.

Research shows that deaf children and hearing impaired individuals can memorise up to 218 new words for everyday household items with the help of audiovisual speech driven from computers and thus facilitate them to speak rather well (Barker, 2003). Current research also shows that the use of photos engaged exceptional students in learning (Carnahan, 2006) and help in achieving educational goals (Close, 2007). Therefore, this system will be an effective learning tool for normal and disabled students.

References

Aben, B., Stapert, S. & Blokland, A. (2012, Aug 23). About the distinction between working memory and short-term memory. *Frontiers in Psychology, 3*, 301.

Baars, B.J., Banks, W.P. & Newman,J.B.(2003) Essential Sources in the Scientific Study of Consciousness, MIT Press.

Balota, D. A. & Marsh, E. J. (2004). *Cognitive Psychology: Key Readings*, Psychology Press.

Barker, L.J. (2003). Computer-Assisted Vocabulary Acquisition: The CSLU Vocabulary Tutor in Oral-Deaf Education, Journal of Deaf Studies and Deaf Education, 8:2, Spring.

Beacham, N.A., Elliot, A.C., Alty, J.L., & Al-Sharrach, A., (2002). Media combinations and learning styles: A dual coding approach. Association for the Advancement of Computing in Education.

Caranhan, C.R.(2006). Photovoice: Engagement children with autism and their teachers. Teaching Exceptional Children, 39(2), 44-50.

CogniFit. (2012, Oct 2). *Brain Training Continues its Global Expansion*. Retrieved Jan 13, 2014, from http://www.prweb.com/pdfdownload/9942769.pdf

Close,H.(2007). The use of photography as qualitative research tool, Nurse researcher, 15(1),27-37.

Cowan, N., Elliott, E. M., ScottSaults, J., Morey, C. C. , Mattox, S., Hismjatullina, A. & Conway, A. R. (2005). On the capacity of attention: its estimation and its role in working memory and cognitive aptitudes. *Cognitive Psychology, 51*, 42–100.

Cowen, N. (2008). What are the differences between long-term, short-term, and working memory? . *Progress in Brain Research, 2008*(169), 323-338.

Garrison, D.R. & Vaughan, N.D.(2007). Blended learning in higher education: framework, principals and guidelines.

Gathercole, S. E. & Alloway, T. P. (2006). Practitioner review: short-term and working memory impairments in neurodevelopmental disorders: diagnosis and remedial support. *Journal of Child Psychology and Psychiatry, 47*, 4-15.

Klingberg, T., Fernell, E., Olesen, P. J., Johnson, M., Gustafsson, P., Dahlstrom, K., et al. (2005). Computerized training of working memory in children with ADHD – a randomized, controlled trial. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*(2), 177-186.

Martinez, M. E. (2010, May 1). Human Memory The Basics. *Phi Delta Kappan, 91*(8), 62-65.

Melby-Lervag, M. & Hulme, C. (2013). Is Working Memory Training Effective? A Meta-Analytic Review. *Developmental Psychology, 49*(2), 270-291.

Morrison, A. & Chein, J. (2011). Does working memory training work? The promise and challenges of enhancing cognition by training working memory. *Psychonomic Bulletin & Review*, 18, 46-60.

Nadel, L. & Hardt, O. (2011). Update on memory systems and processes. *Neuropsychopharmacology, 36*, 251-73.

Nicol, D.J. & Dick, D.M. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback, Studies in Higher Education

Norman, D. A. (2002). *The Design of Everyday Things*, Proseminar B: Unit 3.

Postle, B. R. (2006).Working memory as an emergent property of the mind and brain. *Neuroscience, 139*, 23–38.

Ranganath, C. & D'Esposito, M. (2005). Directing the mind's eye: prefrontal, inferior and medial temporal mechanisms for visual working memory. *Current Opinion in Neurobiology, 15*, 175–182.

pragya. (2012, Feb). Pearson launches cogmed working memory training program. *Digital Learning*.

Shipstead, Z., Redick, T. S., & Engle, R. W. (2010). Does working memory training generalize? *Psychologica Belgica, 50*, 245-276.

Shipstead, Z., Redick, T. S., & Engle, R. W. (2012, Jul). Is working memory training effective? *Psychological Bulletin, 138*(4), 628-654.

Takeuchi. H., Sekiguchi, A., Taki, Y., Yokoyama, S., Yomogida, Y., Komuro, N., Yamanouchi, T., Suzuki, S. & Kawashima, R. (2010, Mar 3). Training of working memory impacts structural connectivity. *The Journal of Neuroscience, 30*(9), 3297-3303.

Wu, R.Y. & Wu, H.M.(2008). The Impact of Animated Instructional Material's Learner Control Modes and Multimedia Modality Combinations on Learning Effectiveness and Learning Time, Journal of National Taiwan Normal University, 53(1), 1-26.

Contact email: alfred@ln.edu.hk

A Critical Study of John Donne's Allegorical Poetry with the Concepts of Yin and Xiu in Wenxindiaolong

Chan Chun Siu, Hong Kong Baptist University, Hong Kong

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

Abstract

Widely hailed as one of the greatest achievements in Chinese literary criticism, Liu Xie's *Wenxindiaolong* has benefited generations of writers and critics afterwards, and today it has been the very object of study in 'Dragonology' and related subjects. Although its ideas have been investigated and elucidated to a great extent, its application, particularly in the appreciation and criticism of Western literary writings, has yet to flourish.

The current study highlights two concepts originating from the work, Yin ('Latent') and Xiu ('Out-standing'), and explores the feasibility of their applications in the appreciation of Western literary writings, in particular, the allegorical poetry of the metaphysical poet John Donne. The richness of allegorical meanings in Donne's poetry epitomizes Liu's 'latency', and the striking lines in his poetry, like those with his conceits, are 'out-standing' in Liu's terms. The only limitation of Donne's work could be his flowery language and imagery, which falls short of the emphasis on 'naturalness' in Liu's terms.

Keywords: Poetry, Allegory, John Donne, Yin(隱), Xiu(秀), Liu Xie (劉勰), *Wenxindiaolong* (文心雕龍)

iafor

The International Academic Forum
www.iafor.org

Introduction

The 'veil' in the title of my study refers to an ancient symbol used by scholars to describe the allegorical rhetoric maneuvered by generations of writers, namely, the 'veil' of allegory. Its earliest appearance can be traced back to the Scriptures, in particular the Second Letter to the Corinthians written by St Paul (Tambling, 2010). Whether understood in a literal sense, as that covering Moses's face, or figuratively, like that veiling over Israelites' hearts, the veil is a symbol that always possesses some magnetic mysteriousness, awaiting anyone who wishes to uncover the ultimate truth or the sublime beauty behind.

Interpreting literary works, especially those which are allegorical, then, is equivalent to drawing the veils set forth by writers. This essay is an attempt at the application Chinese literary theories, in particular, Yin and Xiu originating from *Wenxin diaolong*, in the examination and appreciation of Western literary writings, namely, the allegorical poetry of John Donne. I will begin by a careful analysis of Yin and Xiu/Yinxiu (隱秀) in Liu Xie's terms, with a close reading of relevant passages in *Wenxin diaolong*. After that, Donne's poetry will be examined in great detail.

Research motives

The study of *Wenxin diaolong* has long been a hot topic in Chinese literary scholarship, ancient and modern. As is often the case in which classical Chinese literary works are studied, the study of the magnum opus has switched from a traditional verbal commentary and textual criticism (傳統訓詁、考據) to a more contemporary theoretical, systematical study, by way of the methodologies from various disciplines, namely, the study of Chinese Classics, History, Culture, Literature and Aesthetics, and so forth[1]. More recently, an inter-disciplinary or inter-cultural approach is advocated, with the hope of integrating into international scholarship[2]. Nevertheless, few studies have 'shed new light on the significance of *Wenxin diaolong* in the history of Chinese literary criticism' (Zhang 234). The current study is an attempt to show the applicability of Liu Xie's theoretical concepts in the appreciation of Western literary works. It is a shot at the applicability, or to some extent the universality, of the two concepts, Yin and Xiu, the research of which long hindered by the problem of originality in chapter *The Latent and the Out-standing*[3], in

---

[1] See Ling Dong, 《〈Wenxindiaolong〉Xiandaiyanjiu zhi fansi》(160).

[2] See Yazi You《Wenxindiaolong zhi zuopinjiegoulilunchanweipo – qujing yingjiadeng zhi xianxiangwenxuelun》.

[3] For instance, Zhongming Lin, in his article《Qiaoyisi de「wenyuan」、「wenxin」yu《youlixisi》

explicating and appraising John Donne's allegorical poetry.

On Yinxiu (隱秀)

The words Yin and Xiu appeared separately a lot of times in Liu Xie's *Wenxin diaolong*[4]. However, the chapter *Latent and Out-standing* (Yinxiu, 隱秀) is the first to put the two critical idioms together for discussion and, most critics will agree, the one from which the critical literary terms originate. Therefore, it is worth examining the chapter in detail for the start of our discussion[5].

> The ways of mind go far indeed; and the mutations of the affections in literature[6]go deep. When the source is profound, branching streams go from it; when the root flourishes, the ear of grain stands lofty. Thus, in the bright flowering of literature, there are latent elements and elements that stand out. The latent is the layered significance that lies beyond the text; the out-standing is that which rises up uniquely within the piece. The latent is fully accomplished in complex and multiple concepts. The out-standing shows its craft in preeminent superiority. These are the splendid achievement of old works, an excellent conjunction of talent and the affections.
>
> (夫心術之動遠矣，文情之變深矣。源奧而派生，根盛而穎峻，是以文之英蕤，有秀有隱。隱也者，文外之重旨者也；秀也者，篇中之 獨拔者也。隱以復意為工，秀以卓絕為巧。斯乃舊章之懿績，才情之嘉會也。)

---

de wentiwenshu》, wrote: The fragmentary chapter Yinxiu, although had the attention of a number of scholars of textual criticism, receives relatively little attention as to its application in terms of practical, aesthetic criticism and hence the way it may catch up with world literature and art.'

('殘缺的〈隱秀篇〉，雖然受到不少喜歡考證文獻者的注意，但是如何在實際文藝應用上發揮，並與世界文藝接軌，卻相對的未受到積極的重視。') (p. 62).

On this point, Mei Liu (《Taiwanjinwushinianlai「《Wenxindiaolong》xue」yanjiu》) expresses a similar view: 'Since scholars mostly treat it as counterfeit, through the course of collation and annotation they often neglect the textual problems of the roughly 400 words in between the chapter; as a result, the meaningful chapter receives relatively little research.'

('由於學者多判此篇為偽作，校注時對其中四百餘字的補亡多略過不論，故此篇精義雖多，研究者卻較少。') (p. 407).

The English translation of the chapter's title is that of Stephen Owen.

[4] Yin appeared a total of fifty times while Xiu, nineteen times; the figures are calculated based on the Concordance of Chen, He & Lau.

[5] There are altogether three translations available to the author of this essay: Stephen Owen's (*Readings in Chinese Literary Thought*), Youzhong Shi's (*The Literary Mind and the Carving of Dragons*), and that by Siu-kit Wong, Allan Chung-hang Lo and Kwong-tai Lam (*The Book of Literary Design*). As for the concept of Yin and Xiu, after considerations about the three renditions (Youzhong Shi's translations are 'the recondite and the conspicuous', while the translation by the three scholars are 'hidden grace and the visible flower'), the author thinks that Stephen Owen's renditions are most thoughtful and literary ('latent and out-standing'). Unless otherwise specified, the translation is that of Owen's.

[6] 文情 is rendered into 'affections in literature'. It should be noted that in Liu Xie's times, there is no such concept as literature as we understand it today.

Liu Xie begins his chapter by focusing on the relationship between the ways of mind and their manifestations in literature. This in a way hearkens back, although not explicitly, to the *Major Commentary to the Book of Poetry* (詩大序)[7]: 'Poetry is where the intention goes. At heart it is intent, and let out in words, it is poetry.

When emotion is moved inside, it takes shape in words.' Yet what the *Major Commentary* focuses on is poetry, while in this passage Liu Xie discusses the more general concept of 文. According to chapter forty four, *The General Technique* (總術), Liu Xie gives out the following distinction between 文 and 筆: 'In common parlance these days, a distinction is made between wen (文) and pi (筆), with pi as writing without rhyme and wen as writing with rhyme'. Hence, 文 is rhymed writings, including poetry (although poetry can be unrhymed).Liu Xie explained why there are two types of elements, the latent and the out-standing: it is because of the complexity of human affections. Through the metaphor of flower and roots (the metaphor of river source and its streams also plays a part), human affections and the styles and contents in literature are seamlessly tied together. Next appear the important definitions of Yin and Xiu: the former, layered significance beyond the text; the latter, the elements that stand out within a piece (hence translated as 'out-standing'). Yin, the latent, is therefore concordant with allegory. Whether Xiu is the same case will be discussed later. From this passage alone Yin and Xiu seem two contrasting elements: one associates with complex and multiple meaning and is thus obscure, another is prominent. This is the first property of the two concepts.

> When the latent is a normative form, a truth is dominant[8] beyond the text; mysterious resonances get through all around, and hidden coloration emerges from the sunkenness. One may compare it to the way in which the lines and images in a hexagram mutate to form another hexagram, or how rivers may contain pearls and jade. Thus when the individual lines mutate in the form of a hexagram, they transform into the Four Images [the four component diagrams]. Pearls or jade sunken under the water will form round or square ripples.
> (夫隱之為體，義主文外，祕響傍通，伏采潛發，譬爻象之變互體，川瀆之韞珠玉也。故互體變爻，而化成四象；珠玉潛水，而瀾表方圓。)

This passage extends further the elaboration on the concept of Yin, and compares it with hexagram. Meaning changes as readers move from a literal to an allegorical reading, and this is comparable to the mutations of the lines on a hexagram (to form another new hexagram). The next few hundred words are counterfeit according to a lot of eminent scholars on *Wenxindiaolong*; however some scholars maintain that they are original. For the sake of s succinct discussion, the passage from '始正而末奇' to '此閨房之悲極也' is excluded here.

---

[7] See also 禮記.樂記 and 莊子.天道 (Liu & Zhan, 1989).

[8] There is a textual variant to '主': in another version the word becomes '生'. According to Ji Jun, '生' is the proper word in the paragraph (Liu and Zhan, 1989). '生' makes more sense in the reading of this passage, yet it does not mean that '主' is inappropriate. '義生文外'can perhaps be rendered as 'a truth extends beyond the text'.

North wind moves autumn grass;

> Horses at the border think of returning home.
> These lines speak of cold weather and sad events, the lament of a man who finds himself exiled from home.
> ("朔風動秋草，邊馬有歸心"，氣寒而事傷，此羈旅之怨曲也。)[9]

This is the very first as well as the only practical criticism provided by Liu Xie in this chapter. This, without any doubt, serves as an exemplar of an out-standing line (viewing the two lines into one) (Xiuju 秀句) in the poem by Wang Zan (王讚) according to Liu Xie. From *Sui-han-tang Poetry Remarks* (歲寒堂詩話) we know that Xiu can not only mean epigrammatic but also 'presenting right in front of the eye' (狀溢目前). Here the two opening lines present an eye-catching scene to readers. However, the lamenting effect of these two lines is achieved through personification: instead of saying the man suffers from nostalgia, it says the horses think of going home. It opens the whole poem with a sad atmosphere, and the nostalgic thought of the man is not directly revealed (it is revealed indirectly and wonderfully) until a few lines later: '人情懷舊鄉，客鳥思故林'. Hence, the opening line is also a line which contains latent meaning and is thus allegorical, i.e., it is in line with the definition of Yin (隱). At this point it is worth pointing out that Yin and Xiu are not two absolutely oppositional, contradictory concepts; they should by no means be understood as that of a thesis and an antithesis, without any resolution of synthesis, in Hegel's terms. Rather, they are complementary concepts[10]. A line which is latent can also be one that is out-standing in the poem[11]. This is the second property of the pair.

> Excellent works usually do not make up even a tenth of a literary collection; and within a work, the out-standing lines are scarcely two in a hundred. In both cases [whose works and out-standing lines], we happen on them by a peculiar conjunction of thought; they are not to be sought by studious reflection.
> (凡文集勝篇，不盈十一，篇章秀句，裁可百二。並思合而自逢，非研慮之所求也。)

This passage points out the rarity or preciousness of out-standing lines in a work. They are almost like inspired by the Muse[12], not to be sought after by anyone of the

---

[9] The English translation here is Youzhong Shi's.

[10] It is worth a digression on a mode of ancient Chinese philosophical thinking, or if I can put it by the following way, the 'Chinese dialectical method': the emphasis on striving for harmony and unity among disunity and disagreement; this, compared to the cliché 'agree to disagree', is perhaps a step forward. That Yin and Xiu and two contrasting and yet complementary concepts can be an example of this thinking. Zhang Zai, an ancient Chinese philosopher, observed once: '太和所謂道，中涵浮沉、升降、動靜、相感之性' (《正蒙·太奇》) (qtd. in Changqing Zhang, 2014).

[11] Cf. *Wenxindiaolongjiaoshi* (Xie Liu and Yongji Liu): '文家言外之旨，往往即在文中警策處，讀者逆志，亦從此處入。蓋隱處即秀處也。'(1962). Consider also *Wenxindiaolong de feng'gexue* by Ying Zhan (1989, p.146-148).

[12] In Western epic poetry writing there is a tradition of invoking the Muse, a practice not normally seen in Chinese poetry writing. For instance, Edmund Spenser begins his *Faerie Queene* in the following manner, alluding to *The Aeneid* by Virgil: 'Lo I the man, whose Muse whilome did maske,/As time her taught, in lowly Shepheards weeds,/Am now enforst a far vnfitter taske,[…]Fierce

literati. That is why it is said below 'Only Nature can bring together these subtleties'.

> Sometimes mere obscurity and concealment are considered to be depth; though there may be some quality of mysterious profundity, it is not 'the latent.' Or intricate craftsmanship may aim at the artful; though it is lovely, it is not 'the out-standing'. Only Nature can bring together these subtleties, like plants and trees that are splendid in their flowering. A beauty obtained by added colors is like dying plain silk red and green. The silk dyed red and green is deeply colored, rich and fresh. But the flowers that gleam on the trees have a shallow color, yet a glorious one—this is the way an out-standing line shines in the garden of letters.
> (或有晦塞爲深，雖奧非隱，雕削取巧，雖美非秀矣。故自然會妙，譬卉木之耀英華；潤色取美，譬繒帛之染朱綠。朱綠染繒，深而繁鮮；英華曜樹，淺而煒燁。[13]秀句所以照文苑，蓋以此也。)

The main point for Liu Xie in this passage, following up on the last one, is to remind writers not to take great pains to craft their writings[14]. From a compositional perspective, to be too obscure or too crafty at composing is to go against Nature and thus pushing a literary work out of the realm of Yin and Xiu. Sir Herbert Read, in his *English Prose Style* (1980), once remarked: '[t]he end of a composition should be natural. There should be a sense that the end is due; that enough, and no more than enough, has been said on the subject' (p. 72). While he was elaborating on how to clinch a conclusion in prose writing, the essence of his thoughts —the emphasis of naturalness, is in harmony with that of Liu Xie on Yin and Xiu. The term 英華 is roughly equivalent to 英蕤 at the beginning of this chapter. The metaphor of flowering is repeated. The third criterion for Yin and Xiu is that of naturalness. This passage is followed by a Supporting Verse (贊), which concludes the chapter by indicating the effects of Yin and Xiu: the former, leaves readers with a lingering flavor, the latter stirs the mind and the ear, 'like the lofty resonance of a sheng or pao'.

In summary, Yin and Xiu are two distinct concepts concerns the writings of literary work; they can refer to two styles which are quite contrastive with each other: one remains hidden and one stands out. However, the two concepts are not entirely contradictory; they are complementary to each other; hence both can be understood and placed within the model of the Chinese allegorical tradition (the overlapping area)[15] and as critical idioms, be applied to investigate Western literary works. Thirdly, to be natural is an important criterion of Yin and Xiu, much related to the

---

warres and faithfull loues shall moralize my song.' Comparing the Spenser's opening with the starting lines of the great poem, *離騷*, by 屈原, it is not difficult to notice that both poets strive to elevate the status of the self (the personae or the poets), yet through very different means. 屈原 assumes himself with the identity of a great king's descendant, and compares himself with the symbol of 香草.

[13] It is worth noting that in one version, the whole sentence is '隱篇所以照文苑，秀句所以侈翰林' (Liu & Zhan, 1989, p. 1508). This is shortened into '秀句所以照文苑' in the Owen's and Shi's translations, yet the translation by Wong, Lo and Lam (1999) retains the longer version: 'This is the reason why pregnant writing lights up the garden of literature, and beautifully constructed sentences enrich the Muses' woods.' (p. 150).

[14] Cf. 文章 by 陸游: '文章本天成，妙手偶得之。粹然無疵瑕，豈復須人為。'

[15] Sometimes Yinxiu is understood as a whole term and translated as 'hidden beauty' (Shaokang Zhang, 2001, p. 233).

creative aspect of writers who set up the veil for readers to draw.

On Yin, Xiu and John Donne's allegorical poetry

The object of this study is Donne's poetry, yet this is not to say that his sermons are not worth reading or of little literary value. In fact, John Donne's sermons are of high regard in the Western literary circle, though they are still of lesser regard than his poetry. The overwhelming attention paid to his poetry in some sense has in some sense shadowed his brilliancy in prose writing. Consider, for instance, the pithiness and wittiness of the following passage, with a tremendous, penetrating force that is not at all less than that of his poetry, as Donne is preaching at people on some martyrs: 'Their death was a birth to them into another life, into the glory of God; it ended one Circle, and created another; for immortality, and eternity is a Circle too; not a Circle where two points meet, but a Circle made at once; This life is a Circle, made with a Compasse, that passe from point to point; That life is a Circle stamped with a print, an endlesse, and perfect Circle, as soone as it begins. Of this Circle, the Mathematician is our great and good God; The other Circle we make up ourselves; we bring the Cradle, and Grave together by a course of nature.'[16] Nevertheless, as poetry occupies Liu Xie's system of literary thought greatly, let us proceed to examine some of Donne's famous poems in detail.

> Although thy hand and faith—and good works, too—
> Have seal'd thy love, which nothing should undo—
> Yea, though thou fall back, that apostasy
> Confirm thy love; yet much, much I fear thee.
> Women are like the arts: forced unto none,
> Open to'all searchers, unprized, if unknown.
> If I have caught a bird, and let him fly,
> Another fowler using these means as I,
> May catch the same bird; and, as these things be,
> Women are made for men, not him, nor me.
> Foxes and goats, all beasts change when they please:
> Shall women, more hot, wily, wild then these,
> Be bound to one man? And did Nature then
> Idly make them apter to endure than men?
> They're our clogs, not their own: if a man be
> Chained to a galley, yet the galley's free;
> Who hath a plough-land, casts all his seed corn there,
> And yet allows his ground more corn should bear;
> Though Danuby into the sea must flow,
> The sea receives the Rhene, Volga, and Po.
> By nature, which gave it, this liberty
> Thou lov'st, but oh! canst thou love it and me?
> 'Likeness glues love.' Then if so thou do,
> To make us like and love, must I change too?
> More than thy hate, I hate't Rather let me
> Allow her change, then change as oft as she;
> And so, not teach but force my opinion

---

[16] This is quoted from Mueller (1977).

To love not any one, nor every one.
To live in one land is captivity:
To run all countries, a wild roguery;
Waters stink soon, if in one place they bide,
And in the vast sea are worse putrified:
But when they kiss one bank, and, leaving this,
Never look back, but the next bank do kiss,
Then are they purest. Change is the nursery
Of music, joy, life, and eternity.

(*Change*)

At first glance, the blatant misogynist attitude of the persona may stir up feminist critics. The lover of the persona is portrayed almost like a prostitute, such that they 'open' to all searchers, and are of so low a prize. The woman is compared with a variety of things, with a deployment of similes and metaphors; hence, we see the artistry of Donne: to convey the theme of change, or apostasy, he keeps changing the comparison made to the woman, ranging from the arts, a fowler, the beasts, a gallery, a plough-land, the sea. The change is so vast, and faster than that of the effect of montage in a film. A subtle reading leads us to notice that even the numbers of the images keep changing, switching between singular and plural. Yet all these changes point to a single, unvarying fact: women are born with the tendency to change. There are many puns, quite a few sexual, which bring the poem richness in meaning, yet within the limited spaces. For instance, 'fall back' could mean 'to lie down and open the legs', or it could be associated with 'conversion'; in line 6, merely one line, 'open to' can mean 'sexually open to', and 'unknown' can mean 'never have sex before'(Donne, 2011, p. 83-4). Donne sets up numerous veils to be drawn by enthused readers.

According to John Carey (1990), the poem can be read with Donne's anxiety and spiritual agony of his own apostasy (p. 24-5). Donne, originally born into a catholic family, became a Protestant at last, and was made the Dean of St. Paul's Cathedral in 1621. Perhaps, because of his own agony he wanted to downplay his guilt, and have his 'lover' act like a scapegoat and shadow his own faults. This, nevertheless, confers the poem a whole new layer of meaning, and thus renders the poem latent (Yin) in Liu's terms. The last four lines stand out in front of readers' eyes, and is thus out-standing (Xiu): one cannot but feel the ironical tone in the word 'purest', as it is compared with the situation that the woman kisses a man (the bank) after a man; moreover, a paradox occurs at the end, when change is pitted against eternity: is not eternity something stable and immutable? Donne leaves his epistemological question to generations of readers of literature. However, with the constant switch of similes and metaphors, one is prone to feel the craftsmanship of Donne: this could probably be the only tiny blemish, if any, of the skillfully wrought poem.

Let me pour forth
My tears before thy face whilst I stay here,
For thy face coins them, and thy stamp they bear;
And by this mintage they are something worth,
For thus they bePregnant of thee.
Fruits of much grief they are, emblems of more,
When a tear falls, that thou falls which it bore,

So thou and I are nothing then, when on a diverse shore.

On a round ball
A workman that hath copies by can lay
An Europe, Afric, and an Asia,
And quickly make that which was nothing, all:
So doth each tear Which thee doth wear,
A globe, yea, world by that impression grow,
Till thy tears mixed with mine do overflow
This world, by waters sent from thee, my Heav'n dissolved so.

O more than Moon,
Draw not up seas to drown me in thy sphere!
Weep me not dead in thine arms, but forbear
To teach the sea what it may do too soon:
Let not the wind Example find
To do me more harm than it purposeth:
Since thou and I sigh one another's breath,
Whoe'er sighs most is cruellest, and hastes the other's death.

<div align="right">(A Valediction: of Weeping)</div>

Throdore Redpath (2009) deems this poem as the most 'tempestuous' among the four Valedictions (p. 254). This is a love poem, as are most other poems in the *Songs and Sonnets*. However, John Donne put forward wonderful conceits in this poem, rendering its meaning profound and its message memorable. The first one appeared in line 3: the parting process, making the persona cry, is like coining, because tears run down his face; secondly, the reflection of the lover's face in the persona's tears is like stamping on a coin. William Empson (1961) notes some few other deductions in the meanings for lines 3 and 4 (p. 167). They are thus allegorical, with latent meaning (Yin) hidden beyond the words. 'Pregnant' tears also constitute a wonderful image: it can refer to the size and shape of the tears, as well as indicating the overwhelming of emotions and feelings. Emotions and feelings, apart from extended meanings, are also important constituents for the latent (Yin). All these indirectly, allegorically, demonstrate the love, and thus grief, on the verge of parting, by the persona for the woman. The phrase 'emblems of more' can be a pun, referring to his wife, Ann More.

From tears to the ball to the globe and finally to the moon, all of which round in shape, Donne wonderfully links up things which seem totally indifferent by sheer metaphors. The first two lines of the third stanza stand out (Xiu) as that with the most intense emotions. These two lines also, again indirectly reflect the persona's painful feelings, and is thus Yin. Hence, we see that Yin and Xiu are complementary. The woman is so attractive to the extent that she possesses powerful force which can draw up the sea. That force can either drown the persona to death, or as in the last line of the second stanza, dissolve the world. Again, Donne's conceits in this poem prompt readers to consider that his poem is carefully constructed, not so much in line with the idea of naturalness, in Liu Xie's line of thoughts.

Concluding remarks

To conclude, this study brings together two lions from the East and the West. While the great work, such as *Metempsychosis*, a satirical allegory, as well as other allegorical poetry, are not treated and explicated due to a limited work-count, in merely two of his shorter poems we can see evidently that Donne is a witty, skillful artist who strives for his best to achieve his rich poetic effects in as less space as possible. The allegories which he has played with are latent (Yin), and sometimes Donne epigrammatic lines stand out (hence, Xiu). Although Liu Xie would need painstaking efforts to understand the meanings which exist beyond the text and even further beyond the horizons of the East, he would probably agree that Donne is a poet who is capable of conveying the 'hidden beauty' (Yinxiu) (although the nearly flagrant use of sexual puns, in the first poem, will not amuse Liu Xie, who is Confucian, Buddhist, and Taoist in thinking).

Donne's flowery language and imagery perhaps fall short of a sense of 'naturalness', which could be a limitation in Liu Xie's eyes. Moreover, it is hope that the 'ethnocentrism' (Derrida, 1998, p. 3) of Western literary theories, which sweeps international literary scholarship powerfully, can be brought under control. We see here that Chinese literary theories do have some applicability, and perhaps universality, as that of their counterpart, in the appreciation of Western literary works. Finally, it would be the best case if it is like what Donne has said: 'As West and East/In all flatt Maps (and I am one) are one,/So death doth touch the Resurrection'. An equal cultural exchange or cross-cultural communication can at least enliven, if not resurrect, both fields of literary scholarship.

References

Carey, J. (1990). *John Donne, life, mind, and art*. Boston: Faber and Faber.

Chen, Fangzheng, He, Zhihua & Lau, D. C. (2001). *Wenxindiaolong zhuzisuoyin*. Hong Kong: Chinese University Press.

Derrida, J. (1998). *Of grammatology*. Baltimore: Johns Hopkins University Press.

Dong, Ling (2014). Wenxindiaolongxiandaiyanjiuzhifansi. In Liangde Qi (Ed.), *Ruxueshiyezhongdewenxindiaolong* (pp.154-163). Shanghai: Shanghaigujichubanshe.

Donne, John (2011). *The Elergies*. (Jiangang Zeng Trans). Taipei: Lianjing.

Empson, William (1961). *Seven Types of Ambiguity*. Harmondsworth: Penguin.

Lin, Chong Ming (2007). Qiaoyisi de wenyuan, wenxin yu youlixisi de wenti, wenshu. In Ribenfugangdaxue wenxindiaolong guojixueshuyantaobianweihui. (Ed.), *Ribenfugangdaxue wenxindiaolong guojixueshuyantaohuilunwenji* (pp. 59-94). Taipei: Wenshizhechubanshe.

Liu, Mei (2001). *Tanwanjinwushinianlaiwenxindiaolongxueyanjiu*. Taipei: Wanjuanlou.

Liu, Xie, & Liu, Yongji (1962). *Wenxindiaolongjiaoshi*. Hong Kong: Zhonghuashuju.

Liu, Xie, & Shi, Y. (1983). *The literary mind and the carving of dragons: A study of thought and pattern in chinese literature*. Hong Kong: Chinese University Press.

Liu, Xie, Wong, S., Lo, A. C., & Lam, K. (1999). *The book of literary design*. Hong Kong: Hong Kong University Press.

Liu, Xie, & Zhan, Ying (1989). *Wenxindiaolongyizheng*. Shanghai: Shanghai guji chubanshe.

Mueller, W. R. (1977). *John Donne, preacher*. New York: Octagon Books.

Owen, S. (1992). *Readings in chinese literary thought*. Cambridge: Council on East Asian Studies, Harvard University.

Read, Herbert Edward. (1980). *English prose style*. New York: Pantheon Books.

Tambling, J. (2010). *Allegory*. New York: Routledge.

Redpath, Theodore (2009). *The Songs and Sonnets of John Donne*. Cambridge: Harvard University Press.

You, Yazi (2000). Wenxindiaolongzhizuopinjiegoulilunchanweibo—qujingyingjiadengzhixianxiangwenxuelun. In Guolitanwanshifandaxueguowenxuexi (Ed.), *Wenxindiaolong 1999 Taibeiguojiyantaohuilunwenji* (pp.524-562). Taipei: Wenshizhechubanshe.

Zhang, Changqing (2014). Guanyuwenxindiaolong de yanjiufangfa. In Liangde Qi (Ed.), *Ruxueshiyezhongdewenxindiaolong* (pp. 171-176). Shanghai: Shanghai guji chubanshe.

Zhang, Shaokang (2001). A Survey of Studies on *Wenxin diaolong* in China and Other
Parts of East Asia. In Zong-qi Cai (Ed.), *A Chinese Literary Mind: Culture, Creativity and Rhetoric in Wenxin Diaolong* (pp. 227–234). Stanford: Stanford University Press.

Contact email: chanchrislit@gmail.com

Portrayal of New African Women in Post Colonial Nigeria in the Plays of Osonye Tess Onwueme

Lilly Fernandes, Al Jouf University, Saudi Arabia

Abstract

Osonye Tess Onwueme is the only Nigerian dramatist who presents the concept of 'New African Women' in renewed light where her women characters are confident, educated, and rebellious. Her characters strongly believe in the ideology of 'womanism', a product of African traditional perspective. Further it helps to understand the cause and effect of socio-political and cultural events in post-colonial African setting, including traditional values, intra-gender conflict and African Diaspora. The present paper critically analyses the rebellious portrayal of African Igbo women in post-colonial Nigeria, especially the paper explores the rebellious and strong women characters through the light of socio-political, economic and cultural upheavals. In particular, the paper would analyze women characters from selected plays, *What Mama Said* (2003), *Then She Said it* (2002), and *The Missing Face* (2002) which extensively explores from cultural studies, gender narratives and post – colonial theory. To analyze the plays, the paper would adopt qualitative method, including narrative and descriptive approach, which would enable to study, interpret and analyze the given characters in terms of sexual assault, norms discrimination, and culture.

Key words: Osonye Tess Onwueme, Post-Colonial Nigeria, New African Women, African Diaspora

iafor

The International Academic Forum
www.iafor.org

Introduction

Rooted in colonial power and prejudice, post colonialism develops from a four-thousand-year history of strained cultural relations among colonies in Africa, Asia and the Western world. Post-colonial literature comes from Britain's former colonies in the Caribbean, Africa and India. Many post-colonial writers write in English and focus on common themes such as the struggle for independence, emigration, national identity and allegiance. As postcolonial critics point out, to be colonized is "to be removed from history". In its interaction with the conquering culture, the colonized or indigenous culture is forced to go underground or to be obliterated. African drama has its origin in early 20th century logos- music theatre in European music. African male writers, (along with a number of African scholars) sought to present the truth of their cultures as a direct rebuttal to the distortions perpetuated by colonial missionaries, anthropologists and sociologists.

In their writing, the image of women was in some ways and to an extent rehabilitated, but in many cases, new sexist stereotypes were created, and older African ones went unchallenged. Further, the earlier European academicians, followed male –oriented mode of evaluating African literature, for which Ellman defines it as 'phallic criticism'' because it completely excluded a host of women –oriented configuration. These attitudes in the literature were continued, ironically even among women critics like Lilyan Kestellot, Molly Mahhod and later Omolara Ogundipe- Leslie, who contributed to journals and early anthologists, like their male contemporaries who totally neglected the women in African's literature.

Osonye Tess Onwueme is the only Nigerian dramatist who presents the concept of 'New African Women' in renewed light where her women characters are confident, educated, and rebellious. Her characters strongly believe in the ideology of 'womanism', a product of African traditional perspective. Further it helps to understand the cause and effect of socio-political and cultural events in post-colonial African setting, including traditional, values, intra-gender conflict and African Diaspora. The present paper critically analyses the rebellious portrayal of African Igbo women in post-colonial Nigeria, especially the paper explores the rebellious and strong women characters through the light of socio-political, economic and cultural upheavals.

In particular, the paper would analyze women characters from selected plays, *What Mama Said* (2003), *Then She Said it* (2002), and *The Missing Face* (2002) and extensively explores from cultural studies, gender narratives and post –colonial theory. To analyze the plays, the paper adopted qualitative method, including narrative and descriptive approach, which would enable to study, interpret and analyze the given characters in terms of sexual assault, norms discrimination, and culture. Tess Onwueme's plays, help to understand the cause and the effects of socio-political and cultural events in post-colonial Africa including African Diaspora, Intra-gender conflict, clashes of modern and traditional values, unemployment, women's subjugation, oil politics etc., and its major adverse impact on women and their reaction. The African politics witnessed major upheaval since 1970'as they had many military dictators and later the ill effects of civil war lead to violation of human rights. Many women were killed, raped, and burnt alive, forced into prostitution, trafficked

as a sex object etc. These entire events are depicted through Tess Onwueme's women characters.

What Mama Said (2003)

In her newest play, *What Mama Said (2003),* Onwueme focuses on the effect of national and global oil politics in the lives of women, youth, and impoverished rural Nigerians. Although, gender discourse both women and men, but women always have occupied fewer privileged positions in any society, which portrays that gender discourse is all about women. This injustice must be corrected for the overall benefit of society.

Perhaps this made Onwueme to choose vocal, articulate, and heroic females to populate her plays. In this play, Nigerian situations are used as a nucleus and attains global dimensions of the issues and prospects of all oppressed people. Even though the southern Nigerian arena is endowed with extensive deposits of petroleum, there is a prevalence of poverty and famine due to exhaust usage of a resource from other regions. This paradox underlies the peculiar survival modes of women during Niger-Delta reign of Nigeria and also portrays how they suffer from various health problems.

In '*What Mama Said'* Onwueme has depicted the character called Oshimi who decided to fight against exploitative leaders and the foreigners to demand justice. This play is a scathing critique of the oppressive, exploitative, multinational companies' trends as well as corrupted government officials, which devastated imaginary Suffer land's socio-economic system.

Oshimi says

"My siblings from many shores. Today I speak to you... What is happening to our... world....Our land"

Onwueme has presented that women have moved into the public arena, in order to tackle the forces of repression, exploitation and disempowerment rather than confining in their domestic arena of the kitchen. In her play, mother (Oshimi) tells her daughter (Omi) to rise up and correct the wrongs that filled in their societies.
Omi says

"So again what did Mama say?' She said "Mothers,Sisters, Get ready! Ready! Ready! (Onwueme2003:141)"

In this phrase she meant that other women 'do not sit still', and they also should get involved in employing innovative and alternative strategies as well as non-confrontational strategies to avoid blood-shed.
So Omi says

"Mothers and sisters, you are not going to fight men with guns and bullets, with your bare hands and twigs? No mothers and sisters. We cannot. Must not play their bloody game. For that is what they are. Bloody! (p. 142)

From the above context, it is evident that women must be mobilized in such a way that mothers must be able to teach revolutionary techniques to their daughters (the young generation of women).

The summary of this unfolding drama carries the message 'if our mothers could not rise up to fight injustice and subjugation due to ignorance, today's educated women must confront the evils that society renders towards women through knowledge and wisdom'. In today's world, women must be able to assemble all categories of women, whether young or old, rural or urban, educated or non-educated in order to fight against social ills like bad governance, corruption, nepotism, exploitation, etc.

Then she said it (2002)

This play foreground the female characterization, as the playwright expresses her concern for the sustenance of the family and the collaboration of the sexes to combat issues of oppression and bad leadership in Nigeria and the entire developing world. 'Hiding' under the umbrella of the feminist discourse, Onwueme exposes the ills of the local and international politics of oil exploration in the Niger Delta of Nigeria. The concern for women is obvious that they turn to be the ultimate victims, losing husbands and children, suffering rape along with their daughters, in the fictional nation of Hungeria. These women joined together to become the voice of the oppressed seeking full compensation in the Niger Delta area of Nigeria (Methuselah, n.d).

The play opens in an atmosphere of frenzy and chaos. The militia are on the rampage, killing and maiming people in a commando style reminiscent of the brutish and repressive attitude of many African leaders who will rather roll out tanks against poor defenseless people instead of rolling out development plans for their betterment. Consequently, they run for cover; cowering in fear and confusion. In the consequent fight, many of them were killed, raped or brutalized one way or the other. Unemployment reached tragic proportions in Hungeria, and young educated people were frustrated and started questioning regarding the usefulness of education and the certification it provides.

Due to unemployment, many young girls are pushed into vices such as prostitution in order to keep body and soul together. The play has characterized the victims named Koko, Obida and Oshun who were forced to go into prostitution and engage in other menial acts. Even though Koko got admission from the Director of Undergraduate, she was unable to continue her education due to the non-refundable deposit fee of 10,000.00 Naija cash. This call made the three friends to start the protest in order to call world attention.

Oshun (Seriously):

Look, my friend. I've told you the best way for us to deal with this (sic) people is to do something.
Something shocking. Terrible … Obida: Yes, mothers. We must stand up for our …

From the above context of '*Then She Said It'*, it is evident that it was the start for the resistance; agitation and protest continue unabated and challenge the injustice, by taking a bold move of kidnapping the oil director.

In *'Then She Said It'*, Onwueme consciously set out to reverse the roles of women. Like most of her other plays, she engenders women with power, imbuing them with the paraphernalia of authority to participate in shaping their society and not just peep from the rear as in the case elsewhere. She suggests that women should not be constructed as such weak, pliable creatures incapable of a will of their own. The heroic feat and daring spirit of Oshun, Obida, Koko and other women in the play exemplify the spirit of courage. In the end, the bold act of kidnapping the oil director shows the social consciousness of women who creates effective sensitization and conscientization.

The Missing Face (2002)

Tess Onwueme's *The Missing Face* was written based on the cultural conflict that prevailed between the African communities. In this meticulously paced play, Ida had concern towards her family and culture which in turn made in search of her son's father Momah (The Missing Face, 2002)"

 The play *'The Missing Face'* dramatizes the journey of a mother named, Ida Bee and her son Amaechi, from Milwakee in USA to the African kingdom of Idu, a place *where'' (they) can be whole...a place that can fill the emptiness with kinship and the spirit of (our) ancestors''(3)*. Ida bee had a weak economic support because she is a single parent in Milwakee, moreover Ida feared that absence of father may affect the child's behavior as the other black children in her neighbourhood who ended being criminals, unemployed, ultimately landing in jail due to broken families. She feared more when she came to know that her son carried a gun to school. Ida believes that her son Amaechi will know about family and manhood once he is united with his father Momah in Africa:

"When we find your father, he's gonaa teach you what a real man is all about '(6). When Ida reached Africa, she and her son Amaechi happened to meet Odozi (uncle) and Nebe (Aunty) of Momah. Both were surprised after hearing Ida's story. At this stage, this shows the courage of Ida who came alone in search of her husband. Odozi, observes that there was facial similarity between Ameachi and Momah and feared that Momah was running away from his responsibility of being a father *'Does the snail run away from its own shell?..'*

Further Odozi angrily asks Nebe to warn Momah *'to count his teeth'*, be a man enough *'to perceive the smell of his own mouth'* and pre assuming he is the culprit. Everyone knows Momah's *'mouth smells foul'*. Ida boldly tells in the assembly how she met Momah in America. In brief, Momah believes in order to bring modernization in Africa, one needs to get rid of the useless ancestral past and become the new race of civilized people. In this play, Nebe and Ida are considered to be the most important characters; Nebe considers Ida as a daughter and also feels sorry for Ida bee's situation. Momah accepts that it is the time to correct his mistakes, realizes the injustice caused to Ida and wants to take responsibility for his action. This play proved Ida's courageous acts, which dare to challenge Momah without expecting any

help from Momah. However, she wants Momah to take responsibility of teaching their son Ameachi 'the value of African manhood'. This play of Onwueme, emphasizes the importance of family and adverse effect when the child grows without a father. The play also highlights the acts of two courageous women who are depicted through the character Ida, who searched for Husband alone and Momah's aunt (Nebe) who helped Ida in regaining her respect.

Conclusion

These three tales of Osonye Tess Onwueme proved that she is a feminist, not shy about telling that women are courageous, and they have the equal responsibility to do everything in the world. Women can do everything in the world for liberation, and they have the ability to face all the problems. She has done her first tale, '*What Mama Said (2003)*' to pass the message in today's competitive and technological world that women must develop courageousness to face the corruption, exploitation, bad governance and nepotism etc. They should develop their ability to fight against injustice.

In this essay the second tale of Onwueme '*Then she said it (2002)*'deliberately argued that the women must always show social consciousness in all places.

In her third tale, '*The Missing Face (2002)*' described about the women's family importance and their adverse effect during the child growths without a father. These explored the cultural studies, gender narratives and post –colonial theory of Onwueme.

References

Methuselah, J. S. S.(n.d.).*Engendering Women in Onwueme's Drama: Then **She** Said It Discussed, Engendering Women In Onwueme's Drama*.Retrieved fromhttp://www.ajol.info/index.php/cajtms/article/viewFile/75080/65679

Onwueme, O. T.(2003). *What Mama Said: An Epic Drama (African American Life)* (pp. 184).Detroit, Michigan: Wayne State University Press.

Onwueme, T. (2002). *Then She Said it.*San FrancSisco: African Heritage Press.

The Missing Face.(2002). *The Missing Face*(pp. 62). African Heritage Press. Retrieved from http://ubifow.files.wordpress.com/2014/06/the-missing-face.pdf

Contact email: dr.lillyfernandes@gmail.com
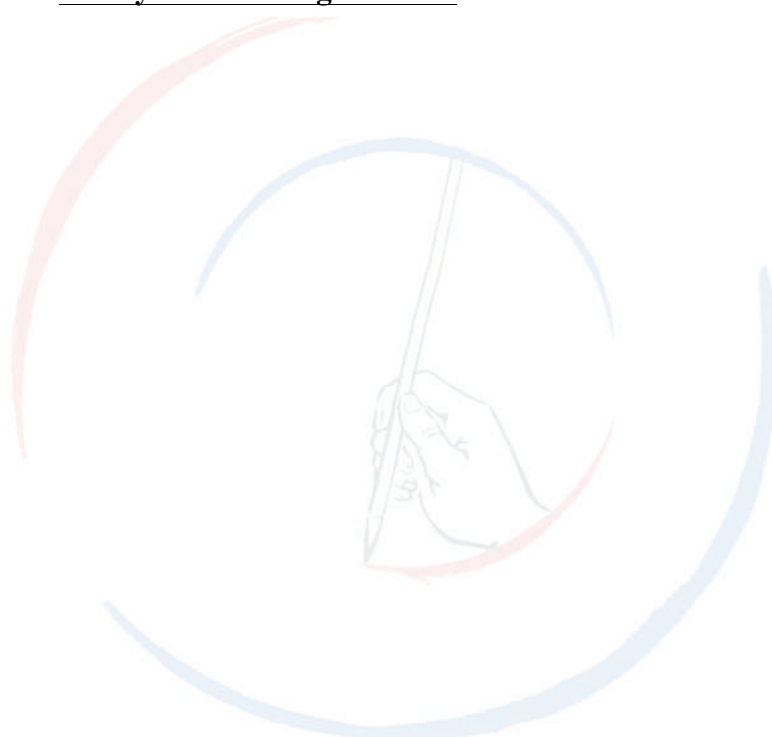
The Goal of Teaching Literature: Global Citizenship beyond Narrow Boarders?

Phani kiran, Al-Jouf University, Saudi Arabia

The Asian Conference on Literature & Librarianship 2015
Official Conference Proceedings

iafor

The International Academic Forum

www.iafor.org

Teaching Literature

This paper reviews the present status of literature teaching with respect to globalization and then move on to consider the role played by teachers in this context and suggests some integrated courses combining Language, Literature, Linguistics with student's specific majors. New technologies and migration have greatly increased the interconnectedness of people and places. This has coincided with the emergence of a new set of global challenges, including increasingly integrated and knowledge-driven economies and greater migration. Globalization constitutes both a challenge and an opportunity, depending on the point of view of the observer.

Literature, as an important component of humanities, is a very popular subject which reflects human culture, knowledge and wisdom. Literature preserves the ideals of people for generations. Recent educational reforms have focused heavily on studying mathematics, science and computer education. Though these subjects are important, they are not enough to provide the knowledge of world regions, global issues, cross-cultural skills, and values of citizenship and collaboration that are so important for living and working in this present day world. But literature provides an opportunity and fills this gap. However literature teaching should not limit itself with reading stories and grammar. It must enable learners to learn more about humanity with a broader outlook. In fact, narratives are probably the oldest teaching tools in history. We use narrations to pass on knowledge and wisdom because they capture reader's attention.

World Literatures Know No Boundaries

World literature usually refers to the circulation of works into the wider world beyond their country of origin **(Wikip**edia). It is literature that has a readership and an impact beyond its original language and cultural area. It becomes a standard and iconic for a local culture. It then becomes an influence on a regional culture, and later on becomes the fabric of global community. It moves from local to regional and then regional to global. World literature offers rich opportunities to learners to experience ethical problems and explore issues of injustice and inequality. Readers today have access to an unprecedented range of works from around the globe in excellent translations.

Critical Thinking and Moral Development

Learning of literature involves the development of critical engagement and reflective skills. It emphasizes and critiques the perspectives, language, power, social groups, and social practices. Beyond engaging the intellect, literature elicits emotions. As students know about others lives and cultures, learn new things and make comparisons to their own and they develop empathy for other people, tolerance for other cultures, and appreciation for differences. They may be ready to consider moral dilemmas that extend their sense of fairness beyond their own self interests. Literature with a systematic approach, appropriate and analytical methodology provides professional development and there by opportunities for learners in the global context.

Literature Teaching in the Global context

Literature has been used for several purposes. It has been used for literacy for many, aesthetic pleasure for some and inspiration for some. Globally, English literature is studied in three basic contexts.

1) It is studied as the **Native Language** in countries like Great Britain, The USA, Canada, Australia, Newziland, and South Africa.
2) It is studied as **the Second Language** in countries like India, Pakistan, Sudan, Philippines, Malaysia, and Singapore.
3) It is studied as **a Foreign Language** in countries like Japan., China, Russia, West Germany, Saudi Arabia and other gulf countries.

And the main purpose of teaching literature in a non-English-speaking country is to improve learner's English ability. In this context, language learning is the main target, and appreciation of literary values is secondary. It is an undeniable fact that literature plays an important role in English language teaching and learning in countries where students learn English as a foreign language.

Teaching of English literature has become a popular course of foreign language learning in many non-native countries. Learners from different cultural backgrounds have varied interpretations and reactions to the views of the authors. In this regard, teachers should provide necessary cultural information for better understanding of the text. However teaching literature to non-native speakers may pose challenges to teachers and these challenges may be administrative, technical, pedagogical, linguistic, social, cultural, political, or even a combination of all.

Literature and Language

Literature is the art of language and it cannot exist without language. Therefore while learning literature one can also learn language. Literature expands language awareness.
Literary materials are more effective than the monotonous materials often complied for strict grammatical and syntactic purposes used in language classrooms. And language used in literature is relatively artistic and flexible. In this case, literature can arouse learners' interest in their language learning and help them dismiss boredom in dry language learning and keep pace with the teaching progress.

Encyclopedia of a Nation

Literature is usually considered as the encyclopedia of a nation's civilization and culture; it reflects the cultural norms, religions, history, economy, spiritual pursuits, political system and other aspects of ideology from different facets. In literary works, readers can also learn and find something about the society (as literature mirrors life and society of the writer). It usually unfolds a panorama of the society by giving detailed and dramatized descriptions of the social life of the people and discloses the conflicts in the society.

Designing Integrated Courses (Triple L)

Designing a course that can best suit learner's interests and needs in this well connected global context is very challenging. It is very strange to notice in some universities, there is a strict division among the departments of literature, linguistics and language. Well, it is alright for the administrative convenience but drawing a strict division is absurd. And it is meaningless to hear very hot arguments and debates in conferences about the importance of language or superiority of one subject over the other. When the whole world is interconnected and integrated after all is it not possible for the departments to integrate these three closely connected subjects (Literature, Language and Linguistics)? Designing Integrated Courses with a combination of Literature, Language and Linguistics is essential and perhaps it can simply be called (LLL) Triple L.

In recent years, there has been a growing international interest in designing academic courses specific to work-related needs. So the syllabus and course can be tailored according to the learner's needs, standards, culture, and the purpose. For example the purpose of reading Shakespeare is different for a language student from the management or a law student. Today, Shakespeare's dramas are not mere stories told in action and their role can't be limited to appreciation of language or characterization. They are beyond all these things with universal themes and values and can be very well used in other branches like management and law. A student of law can learn many interesting things from plays like "*Measure for Measure*" and "*The Merchant of Venice*". The teaching of literature can be seen as a means of introducing learners to such a serious view of our world.

Demands on Teachers

The changing educational landscape in this `increasingly interconnectedness world have placed unprecedented demands on teacher. Teachers should be culturally and pedagogically competent in addressing issues of globalization: racism, diversity, and social justice, and in creating an equitable and inclusive learning environment for students. Today's students need extensive knowledge of the world and the skills and dispositions to engage with people from many other cultures and countries. The teacher's role as a mere technician is not enough in teaching literary texts rather they should understand that classroom is socially constructed and historically situated. Teachers can also contribute to foster critical thinking skills by creative inclusive learning environment where students can exercise their values, assumptions and identities shaped by local, socio-cultural settings and expectations. Teachers today must be well prepared to educate students for this new global context.

Developing Teacher's Professional Competency

Linguistic, cultural and racial diversity has become the characteristic feature of today's class rooms. Teachers need to develop their global competencies in order to teach the 21st century global citizens. Developing teacher's professional competency in educating for global citizenship is a big challenge. Many teachers are not adequately equipped with the theoretical understanding and professional skills to effectively engage and enable students to become global citizens. In order to promote

holistic thinking and cross-cultural understanding among the students, teachers must have the following competency.

1. Teachers must be culturally competent to address the diversity issues and promote inclusive educational practices.

2. Teachers should to be pedagogically competent to help students intellectually and morally examine the complex and controversial global issues.

3. Teachers must be equipped with knowledge and skills to bring global perspectives into teaching and learning.

4. The teaches must be sensible in the selection of the texts and a grasp of the context is vital.

5. There is a constant necessity to refine the syllabuses and adopting comparative approach is a must.

Educating for Global Citizenship

The need of the hour is preparing students as Global citizens and for this purpose teachers must design integrated, interactive, learner-centered courses with global-oriented themes and programs through a holistic approach. Most literature on the global citizenship confirms that a global citizen should demonstrate some or all of the following characteristics, including:

1. Respect for fellow humans, regardless of race, gender, age, religion, or political views;
2. Appreciation for diversity and multiple perspectives;
3. A view that no single society or culture is inherently superior to any other;
4. Cherishing the natural world and respecting the rights of all living things;
5. Striving to resolve conflicts without the use of violence;
6. Be responsible for solving pressing global challenges;
7. Think globally and act locally in eradicating inequality and injustice.

Educational practices conducted through the lens of global citizenship aim to prepare students to become global citizens with the above characteristics. The ultimate objectives of education for global citizenship are to build a sense of belongingness with the entire community and a common humanity, and nurture a feeling of global solidarity, identity and responsibility. When that day comes there does not exist any 'Absurd Theatre, and there is no need of 'existential philosophy'.

Today's students are graduating into a world that is well-connected as never before. As citizens in the 21st century, they are required to be responsible to the myriad complex problems. It is not only desirable but also crucial that all educational programs infuse global perspective and strategies, and develop teachers' professional competencies to educate learners for this global citizenship beyond narrow boarders. Broader perspectives, global awareness with enhanced critical thinking and problem-solving skills, respect for diversity, more commitment to sustainable actions are essential to the citizens of the global societies. Finally it is suggested that it would be useful to look beyond all kinds of barriers that have separated citizenship education and to form a new global education. Through literature, students gain insight, empathy, tolerance, and develop a sense of understanding and view the world with a different perspective. Thus literature provides unique opportunities in turning the

learners as global citizens and expands the concept of education to beyond narrow borders.

Reference

Linyuan Guo, (2014). Preparing Teachers to Educate for 21st Century Global Citizenship: Envisioning and Enacting. Journal of Global Citizenship & Equity Education Volume 4 Number 1 -.sfu.ca/jgcee,pp.

Edwin Thumboo, (1985). English in the World: Teaching and learning the language and literatures**.** *Eds. Randolph Quirk and H G Widdowson.* Cambridge University Press*,* Pp. 52-60.

Chen Zhen, (2012) .Characteristics and Strategies of Literature Teaching in the EFL Context in China**.** *International Journal of Electronics and Communication Engineering*, ISSN 0974-2166 Volume 5, Number 3 (2012), pp. 35-43.

Globalising Citizenship Education? A Critique of 'Global Education' and 'Citizenship Education'. (2005). *British Journal of Educational Studies* 53 (1) Pg 66.

Kramsch C[1] and Kramsch Oliver[2] (2000) The Avatars of Literature in Language Study. *The Modern Language Journal*, 84, (4), pg 553.

Nancy L. Hadawa, Marian J. Mckenna, ed. (2007). Breaking Boundaries with global Literature: Celebrating Diversity in K-12 Classrooms. ISBN: 9780872076167

Realism in William Ernest Henley's Poems

Roselyn T. Bustos, Cebu Technological University, Philippines

Abstract
Literature is a reflection of life's joy, anguish, and turbulence. It unleashes human emotions and depicts beautiful struggles of people from all walks of life. Thus, literary genres such as poems that posit relentless courage and determination amidst life's frailties are worth deducing to present day readers regardless of age, gender, religion and race.
William Ernest Henley, an influential editor, critic, and poet of the 18th century, had his left leg amputated due to bone tuberculosis. However, this illness and disability did not stop him to make a difference in his life. His stay in the Royal Infirmary made him write poems relating his hospital experiences and his will power to surmount the test of time. Hence, his poems are chosen to be read, deduced, and investigated.
Using the qualitative- descriptive discourse content analysis, this study investigates the formalistic elements and the mimetic signification of reality in William Ernest Henley's selected poems. To this end, an in- depth analysis is conducted to see how the poetic elements carry out his intended meaning and how his own struggles reflect realities of life.
After a thorough analysis, it is found out that Henley's poems commonly use the figures of speech such as personification, simile, metaphor, hyperbole and hyperbaton that become elemental in drawing out the poetic vision. Likewise, these poems teach strength of character worthy of emulation especially to worn-out individuals.
With these findings, it is concluded that William Ernest Henley's poems reveal textual elements that are formalistic and mimetic in nature.

Keywords: realism, mimetic signification, strength of character, figures of speech, textual elements

iafor

The International Academic Forum

www.iafor.org

Introduction

In this world of struggles where only those who fit survive, it is always worth deducing the poems of writers that teach how to conquer life's turbulence with strength and determination. The vision of these poems would somehow give readers regardless of age, gender, race and religion an idea on how to go through tough difficulties in life if by chance they are put in the same predicament.

Beautiful struggles of people are depicted in the work of art called literature. As part of man's way of life, its theme is said to be universal in nature. This universality makes any literary piece, prose and poetry alike, interesting to read and to talk about as it mirrors the past, the present, and the future generation. Indeed, literature is written to reflect personal or vicarious experiences of people from all walks of life.

Poetry, being the highest form of literature, is not only the most elemental form of human communication but also the most sophisticated and subtle genre. Difficult and challenging due to the language used and its intricacy, poetry as a condensed work of art is rich of universal values that anyone who reads it has to put in his emotional overtones to a particular expression so that his conversation with the creator becomes a meaningful transaction. Thus, those poems that posit relentless determination amidst life's turbulence might be very interesting.

Interestingly the life of an influential British editor, critic, and poet of the late Eighteenth century, William Ernest Henley is worth knowing to present day readers. At the age of twelve, he was diagnosed to be infected of bone tuberculosis leading to the amputation of his left leg. This contagious disease brought him as an inmate at the age twenty-five at Edinburgh Royal Infirmary (www.victorianweb.org).

However, his illness did not stop him to make a difference in his life most importantly as a writer. It was then that he wrote a series of poems relating his hospital experiences and his will power to surmount the test of time. These poems teach strength of character-- a character worthy of emulation especially to problem-stricken individuals and natural catastrophe victims.

It is in line with this contention that the works of William Ernest Henley are chosen to be read, deduced and investigated in order to see how the formalistic elements carry out his intended meaning and how his own struggles reflect realities in life.

Methodology

Using the qualitative-descriptive discourse content analysis, this study investigates the formalistic figurative language and the mimetic signification of reality of the ten select poems of William Ernest Henley. It theorizes that Henley's poems reveal textual elements that are formalistic and mimetic in nature. An in-depth analysis on how he expresses his intended meaning in the language used to craft his work is given consideration. Using the two critical theories of analyzing literary works, namely: the formalistic and the mimetic, this investigation is conducted.

Formalism, being the first orientation, examines the relationship between form and meaning in a work highlighting the subtle complexity in the form of a text. In the

formalist view (Di Yanni 2000), its main concern is the work or the text itself as a distinct piece, free from its environment, era, and even its author. This is otherwise known as the theory of textuality or new criticism. It considers any literary work as an object with internal purpose (Adams 1971). This purpose is to communicate a sense of unity that conveys meaning. It generates its own unique form regardless of its own specific purpose.

Likewise, this orientation is also anchored on coherence theory which posits that formal structure governs meaning and demands understanding of the textual elements important. Just like fiction and drama, a poem has a story to tell through the unifying effect of its structural elements. Formalists pay attention to poetic vision, figurative language used and the implied audience known as the addressee in poetry. It does not place importance on things like the author's life or how the story could be understood as a representation of the specific time in history it was written. Only the work itself and how it is able to achieve meaning is important in this criticism. Hence, in the study of a poem, a careful analysis of the formalistic elements of versification is given importance. In this investigation, the vision as revealed by imagery, persona and addressee, and most importantly the figurative language used are the specific elements to be carefully analyzed.

Mimesis, being the second orientation, is the idea that art imitates reality, an idea that traces back to Aristotle who argued that the universal can be found in the concrete. The mimetic theory is the universal foundation of literature and of schools of literary criticism. This theory introduced into criticism that a poem is an imitation of life's struggles. In this critical analysis (Adams 1971), a poem is considered an imitation, a representation, or a copy of nature or some other poems. This presumption of imitation paves the idea of creation by the romantics.

Critics emphasized the power of language to create or at least give significant shape to nature; thus, making it and art go together as they are inseparable. This contention is supported by Wordsworth's definition of poetry (qtd. in Kennedy & Gioia) as the image of man and nature as he (2003) states:

 "Producing immediate pleasure is not a degradation; of the poet's art rather it is an acknowledgment of the beauty of the universe, the acknowledgment of the more sincere because it is not formal, but indirect; it is a task light and easy to him who looks at the world in the spirit of love; further it is the homage paid to the native and naked dignity of man, to the grand elementary principle of pleasure by which he knows, and feels and lives and moves."

Thus, this paper aims to look into the reality copied in the poems. It shall delve into a careful analysis of the poems understudy to extract life's realities in the persona-vision- addressee transactions.

Result and Discussion

The figurative language that becomes elemental in drawing out Henley's poetic vision is embodied through the figures of speech used in his poem. These figures of speech show that Henley's poems though claimed to have departed from the traditional themes of Victorian poetry, and to have developed a morbid motif, still follow the

formalistic element of figurative language. After a thorough analysis of Henley's ten selected poems, the following figures of speech are used to help paint the concrete images:

Personification as defined is the figure of speech used when inanimate object is given the human attribute like in the lines of ***Invictus***:

 "Under the bludgeoning of chance; My head is bloody but unbowed..."

The persona in these lines is showing his defiance about his illness. The lines express his being steadfast and persevering of the battle of his life. This shows that the human attribute of defiance is given to the head.

Similarly, in the poem, ***Some Starlit Garden Grey With Dew***, Henley points out how remorseful he was not having lived his married life well. This is illustrated in the lines which show that the human attributes of scolding and shouting are given to his past:

"Behind the past that scolds and jeers; For ungirt loins and lamps unlit;..."

Another personification is found in the poem, ***Life is Bitter*** as expressed in the lines:

"Fame's a pearl that hides beneath a sea of tears; Love must wither, or must live alone and weep."

This means that the human attributes of hiding and weeping are given to fame and love respectively. Moreover, metaphor is also used as fame is compared to a pearl.

Lastly, in the poem, ***When You Wake Up in Your Crib***, Henley personified his feeling of dying in the lines that follow giving the human attribute of mastering and wooing a person to strangeness:

 "Discouraging strangeness; Comes to and masters you; Takes you, and lovingly Woos you and soothes you Back..."

Next to personification is **simile** which shows comparison of two unlike things or objects using *like* or *as*. In the poem, ***There's a Regret***, Henley tried to compare death to a lover who is so passionate to become victorious of the game called life as illustrated in the lines that follow:

"And writhing, fain; And like a triumphing lover, he shall take, his fill where no high memory lives; to make His obscene victory vain."

In this poem, he also compared his life to an old shoe that after getting soiled is easily thrown up as expressed in the lines:

"Like an old shoe; The sea spurns and the land abhors..."

This means that during his time he felt discriminated and despised by people; that for this reason, he describes the kind of life he lived as he suffered from the contagious disease-- tuberculosis.

Similarly, in the poem, Invictus, Henley immortalizes his dreadful experience as an inmate in Edinburgh Hospital as also illustrated in the use of **simile** in the first- two lines of the poem that state:

"Out of the night that covers me, Black as the Pit from Pole to pole…"

In these lines, he points out the comparison between his life and his horrifying illness.

Moreover, **simile** is also used in the poem, **Vigil**, where Henley illustrates that during his operation he was like placed in a kiln as he suffered from the pain that itch his whole being as specified in the lines:

"Ache and the mattress, Run into the boulders and hummocks; Glows like a kiln; While the bedclothes tumbling."

In this poem, he also describes how patients took the pain in taking their medicines as if strangulated from time to time in the comparison Henley uses as stated in the lines:

"The next man to me; Turn with a moan; and the snorer, The drug like a rope at his throat…"

Another comparison used in his poems is **metaphor**. It is the figure of speech that makes an indirect comparison of two unlike things or objects without the use of "like or as" as illustrated in the lines of the poem, *Vigil*, that state:

"Life is a practical nightmare- Hideous asleep or awake."

This is a concrete example of an indirect comparison which means Henley being terrified of his illness considers life a nightmare. Of course for anyone who dreamt of a meaningful life ahead of him, it would be a disaster to suffer from a tubercular disease.

In like manner, the same comparison is used in the poem, ***I am the Reaper*** where he considers himself a catalyst of change not for others but for his own self. It shows that the life he lives after his diagnosis is solely dependent on the decision he made for himself in the past. Hence, he regards himself both the beginning and the end of any endeavor as expressed in the lines:

"I am the womb and the grave, The Now and the Ever."

Another metaphorical expression used in the poem is in the last two lines of the poem, ***Invictus***:

"I am the master of my fate, I am the captain of my soul."

These lines make Henley well quoted as he shows his boldness against the pressing disease, tuberculosis. Moreover, he proves that his health condition was not and never did become a hindrance for him to make a difference on his life. He might be sick physically but he was mentally healthy and he used it exhaustively to live a meaningful life until his death.

Hyperbaton is another figure of speech used in Henley's poems. As defined, it is the figure of speech where the writer is given the poetic license not to follow the regular sentence pattern to suit his rhythmic scheme or his intended purpose. This is shown in the last stanza of the poem, *Invictus* that follow:

"It matters not how strait the gate, How charged with punishments the scroll. I am the master of my fate, I am the captain of my soul."

In order for scroll to rhyme with soul, it is placed last in the second line of stanza four. The regular sentence pattern should have been*: How the scroll is charged with punishments*.

In like manner, hyperbaton is also used in the poem, *I am the Reaper* so that *gather* in the first line will rhyme with *summer* as stated in the lines:

"Silent I gather; Pale roses touched with the spring; Tall corn in summer."

Hyperbole is   also used in Henley's poems. It expresses exaggeration in making the impossible to appear seemingly possible in the minds of the reader. This is illustrated in the poem, *Life is Bitter* as expressed in the line:

"Fame's a pearl that hides beneath a sea of tears."

The exaggeration is shown in having a sea of tears when it is impossible to shed tears as big as a body of water. Hence, this exaggeration is also extended in the poem, ***There's a Regret*** as expressed in the lines:

"You lie, About the beach of time, 'til by and by Death, that derides you too—"

Similarly, hyperbole is also used in the poem, ***Fresh From His Fastness*** as expressed in the lines:

 "Swarming voluminous, Weltering, wide wallowing, Till in a ruining; Chaos of energy, Hurled in their quarry, They crash into foam!"

This illustrates that the persona being so fast in his accomplishments is like thrown up to a pit, empty- handed with the difficulties he encountered. The exaggeration is exemplified in the voluminous works that are just thrown up at an instance because of what he was going through in life.

Anadiplosis, as a figure of speech makes use of the same word(s) at the end of one clause or sentence at the beginning of the next, is also used mostly in Henley's poems repeating the titles in the first lines as shown in the poems:

"I am the Reaper"; "Some Starlit Garden Grey with Dew";
 "Fresh From His Fastness"; "From the Break the Nightingale";
"When You Wake in Your Crib";
"It Came with the Threat of a Waning Moon" and "Life is Bitter".

Symbol is also used in Henley's poems. It is the thing or the object which represents something in his poems. This can be illustrated in the poem, ***When You Wake In Your Crib*** where the crib symbolizes the grave as expressed in the lines:

"*Mother, O Mother!- God at His best to you, Out of the roaring, Impossible silences, Falls on and urges you, Mightily, tenderly, Forth, as you clutch at it, Forth to the infinite; Peace of the Grave.*"

Likewise, symbol is also found in the famous poem, ***Invictus,*** where Horror symbolizes death as expressed in the lines:

"*Beyond this place of wrath and tears; Looms but the Horror of the shade,..*"

Synecdoche, a figure of speech that names the part to stand for the whole or the whole for the part, is used in Henley's poem, ***Invictus,*** where scroll stands for life as illustrated in the lines:"*It matters not how strait the gate, How charged with punishments the scroll.*"

Another figure of speech used in Henley's poem is **allusion**. It is an indirect reference to someone or something as illustrated in the lines of the poem, ***Fresh From His Fastness***:

"*Master of masters, O maker of heroes, Thunder the brave, Irresistible message-*"

In these lines, the persona mentions the Divine Creator as if He is present to move anyone in struggle for life to continue living against all odds.

A figure of sound is also used in Henley's poems. **Assonance**, as defined, is the repetition of the vowel sounds in the lines of a poem. This is illustrated in the poem, ***I am the Reaper*** in the lines: "*Maker and breaker; Here and hereafter.*"

Similarly, assonance is also used in the poem, ***From the Break the Nightingale*** as shown in stanzas 1 and 3 lines 6-8 and 2-4 respectively:

"*Fading even while she glows; Though he knows How it goes-*";
"*In the telling, though it shows- Who but knows How it goes!-*"

Likewise, this figure of sound is clearly used in the poem, ***Vigil*** as stated in the lines:

"*Tumbling importunate, draft- Ramble and roll, and the gas,...*"

All of these figures of speech and sound that represented the figurative language used are deemed important in drawing out the poetic visions of the select poems of William Ernest Henley.

On the other hand, through the persona- addressee transaction, the poetic vision is drawn out to signify life's realities in Henley's ten select poems. The poem, ***Invictus*** portrays Henley's difficult times from his diagnosis of tuberculosis at the age of twelve until his confinement at Edinburgh hospital at the age of 25. He must like buried 100feet below the ground at that time but despite all these, he finds courage

amidst his health struggle and he expresses this in the last two (2) lines of stanza four (4) that state:

 "I am the master of my fate, I am the captain of my soul."

 In today's generation where suicide is common to problem- stricken individuals, strength of character -- the same character that Henley exhibits during the darkest point of his life, is needed. He, instead, of living a meaningless life from his diagnosis to his confinement and until his discharge from the hospital, opted to put value on his precious life by being of service to others, by being a catalyst of change on his own life and most importantly by being an epitome of strong will to others. If not of his determination, he would have died young and undignified. Hence, in order for a man to survive from the harsh realities of life, he must be a person with the right attitude to withstand the test of time.

Similarly in the poem, *I am the Reaper*, he shows so much optimism in life. The poem teaches the readers to welcome life's failures because it is in failing that one learns something. What one sow is what one reaps. He illustrates it in these lines:

 "I am the Sower. All the unbodied life; Runs through my seed-sheet."

Another poem that shows Henley's positive attitude towards life's difficulties is the poem, *Some Starlit Garden Grey with Dew*. He articulates in this poem that just like any other marriages, he too had a stormy married life as affected by his past experience. He and his wife must be shaken but they surmount the test of time together. Thus, in life one must welcome problems as they are meant to teach valuable lessons as illustrated in the lines that follow:

"Arise! No more a living lie, And with me quicken and control; Some memory that shall magnify; The universal Soul."

On the other hand, in the poem *Fresh From His Fastness*, he reveals his intimate relation with his Creator. He acknowledges his faith and gratitude as illustrated in the quoted lines:

"Master of masters, O maker of heroes, Thunder the brave, Irresistible message- "Life is worth Living; Through every grain of it. From the foundations; To the last edge; Of the cornerstone, death."

In like manner, in the poems *Double Ballad of Life and Death* and *When You Wake in Your Crib*, Henley teaches readers to consider death as the finish line of God's human creation; that man should prepare because it comes at anytime the least one expects it to come as expressed in the lines:

"Let them whine, or threat, or wail! Till the touch of Circumstance; Down to darkness sink the scale, Fate's a fiddler, Life's a dance."

Moreover, in the poem *From the Break the Nightingale*, he immortalizes his pain of losing her daughter. This teaches the reader to learn to accept the idea that it is in losing that one gains something. The gain might not be the same as the thing lost but

it could be more just like Henley who was devastated yet he was able to pick up his broken self and made the loss of his daughter an inspiration to live life according to the Divine plan as shown in the lines:

"*Knows of last year's Nightingale; Dead with last year's Rose. Wise the enamoured Nightingale, Wise the well- beloved Rose! Love and life shall still prevail, Nor the silence at the close.*"

Lastly, the poem, ***There's a Regre,t*** teaches the readers the reality of discontent. Of course, nobody has the power to fathom God's will for His creations; therefore, one must learn to accept what God has in stored for him.

With the foregoing discussions, it is found out that the poems of Henley teach strength of character-- a positive attribute needed to hurdle life's frailties. ***In today's generation where everyone could be vulnerable to problems and natural misfortunes, a determined and persistent personality would surely put one at a better edge.***

With these findings, it is concluded that William Ernest Henley's poems reveal textual elements that are formalistic and mimetic in nature.

On the basis of the findings and conclusion, it is recommended that the figurative language of other poems across all ages be analyzed carefully to draw out their poetic vision and more didactic poems be written by creative writers.

\

References

Adams, Hazard, Ed. (1971). "*Critical Theory Since Plato*". San Diego: Harcourt Brace, Jovanovich, Pub.

Di Yanni, Robert..(2000). "*Literature: Reading Fiction, Poetry, and Drama*". United States of America: The McGraw Hill Companies, Inc.

Kennedy, X. J. & Gioia Dana.(2003). "*Literature Introduction to Fiction, Poetry and Drama*". The Northern Anthology of English Literature. Seventh Edition. Volume 2.